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ABSTRACT

This is the last of six volumes providing information drawn from a project designed to compile a substantial data base on reading errors for use by researchers and teachers. This volume contains transcriptions of oral reading error studies conducted with eighth, ninth, and tenth grade students. The transcriptions are organized according to grade and contributor/researcher and are ordered by an identification code. (MKM)

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Reading Error Protocol Study:

A Data Base

HERBERT D. SIMONS
and
RICHARD CHAMBERS

University of California, Berkeley

Volume VI

Grades Eight through Ten

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 005 671

STUDY MSC TEXT Gray TAPE 2;1-25-38 ID 001 AGE 14 GRADE 08 SEX M ETHNICITY Black
READING LEVEL

A1 1. Look, Mother, look. 2. See me go. 3. I go up. 4. I come down. 5. Come here, Mother. 6. Come and play with me.

A2 1. A boy said, "Run, little girl. 2. Run with me to the boat." 3. They ran and ran. 4. "This is fun," said the boy. 5. "Look," said the girl. 6. "I see something in the boat. 7. It is my kitten. 8. She wants to play."

A3 1. One morning a boy made a boat. 2. "Where can I play with it?" he asked. 3. Father said, "Come with me in the car! 4. We will take your boat with us." 5. Soon the boy called, "Please stop. 6. I see water. 7. May I play here?" 8. "Yes," said Father. 9. "have a good time."

A4 1. One day five children went out to play in the beautiful white snow. 2. They played for a long time and then began to make snow animals. 3. One of the animals was a dog. 4. Soon the dog next door came out of the house. 5. When he saw the snow dog he said, "Bow-wow." 6. The children laughed. 7. "Now we have a dog that can bark."

A5 1. It was pet day at the fair. 2. The children were waiting for the parade of animals to begin. 3. They had trained their pets to do many different tricks. 4. Among them was a tall boy whose goat made trouble for him. 5. It kicked and tried hard to break away. 6. When it heard the band it became quiet. 7. During the parade it danced so well that it won a prize.

A6 1. Airplane pilots have many important jobs. 2. They fly passengers, freight, and mail from one city to another. 3. Sometimes they make dangerous rescues in land and sea accidents, and drop food where people or herds are starving. 4. They bring strange animals from dense jungles to our zoos. 5. They also serve as traffic police and spot speeding cars on highways.

START

A7 1. Hundreds of years ago, most of Europe was a very poor region. 2. But China, and a large country in eastern Asia, had many of the comforts of a rich civilization nation. 3. Only a few people from Europe had visit visited this distant region. 4. One was the famous Marco Polo. 5. He learned some of the languages that were spoken in China and serve served its great c-ruler [lu] ruler for many years.

A8 1. The eager c-spectators [spektect] spectators who had cheered the prickly plucky Warriors through eight hard-fought [inténdings] [int] [in] innings were silent. 2. Only a run was required to defeat the much feared Champions, who had previously defeated all opponents. 3. The spectators had earlier criticized [spekte[ərz] the [sərvərli] [sərv, sən] European [sərv] umpire severely. 4. Now their face faces were tense with excitement as the players take took their positions.

A9 1. The oil industry has been c-been was being greatly increased by recent advances [inkrisəd] [ri-sént] advices in c-science [sən] science.
2. c-geologists geologies Geologists have discovered new ways of locating vines veins of oil-producing [prodúsiŋ] rock. 3. Problems of gusher control have been solved. 4. Very effective also effect are newer methods of refining [rifaindiŋ] / crude oil which have been result in a higher the [reítiəo] ratio of quality fuel oil from a giving volume of [krʌ[ər] crud crude oil.

formal days
a former days
A10 1. In the response to the impulse of habit Joseph rose and spoke as in former days. 2. He
[suvidəls-li]
[sizəl]
[vírɪsli] [kənsídərəs] [pər-sʊs] [ædvéɪsli]
spoke vigorously, continuously, and persuasively while the others listened attentively
[kən-tɛm-pʊts]
[kən-tɛm-pʊts]
the the [kən-tɜrʃ]
but in grim and contemptuous silence. 3. Finally exhausted, Joseph hassled hesitated for the a
c-circumstances
happen [sər]
moment; as often happens in such circumstances he became confused and was unable to

resume speaking.

STOP

GOODMAN STORY #53 TAPE 11;1;0-50 GRADE 08 ID 001 SEX M ETHNICITY Black AGE 13

READING LEVEL Low TRANSCRIBED BY ___ DATE ___

START

1 1. "If it bothers you to think of it as baby sitting," my father said, "then don't think of it as a baby sitting. 2. Think of it as homework. 3. Part of your education. 4. You just happen to do your studying in the room where your baby brother is sleeping, that's all. 5. He helped my mother with her coat, and then they were gone.

2 1. So education it was! 2. I opened the dictionary and picked out a word that sounded good. 3. "Philosophical!", I yelled. 4. Might as well study word meanings first. 5. "Philosophical showing ~~coolness and courage~~ in the face of ill ~~fortune~~." 6. I mean I really yelled it. 7. I guess a fellow has to work off steam once in a while. 8. My baby brother Andrew made a few silly baby sounds and began to cry. 9. "Philosophical!", I shouted. 10. "Go ahead and cry! 11. Cry all you want to! 12. It won't disturb me!" 13. But I began to feel a little foolish and ashamed. 14. After all, it wasn't Andrew's fault that I had to stay home with him.

3 1. I leaned on the baby bed. 2. "You see," I said, "it helps me to remember the word definitions if I read them out loud. 3. They impress my mind better that way." 4. Andrew stooped crying and tried to take hold of the dictionary. 5. "Let's see what we can find in the S's," I said. 6. "Savage: wild: not tamed. 7. Sinewy: strong or powerful. 8. The S's seemed to quiet Andrew down. 9. I guess they do have a soothing sound. 10. In a little while he was asleep. 11. I went on reading the words aloud. 12. We're supposed to learn a certain number of definitions for English class each week. 13. Besides, our

teacher says if you know how to think and know ā enough words to express your thoughts, there isn't anything you can't say or do. 14. I don't know ā about that, but I know we get ā little good education in our school. 15. And they encourage special projects. 16. Every year they give ā prize to the student with the most original outside project. 17. You don't have to be ā genius to win the prize, just smart enough to plan something really interesting and original. 18. New, but not crazy or useless. 19. I was hoping to win this year.

4 1. I sat looking down at Andrew. 2. Suddenly I jumped from the chair, ā wonderful idea implanted in my brain. 3. "Andrew," I said, "you are my project. 4. And not only that, but you may be ā real valuable gold mine. 5. Wait and see!" 6. The next day at noon, as soon as classes let out for lunch, I called the local television station. 7. It's just three blocks from the school. 8. "Yes, Miss, it's very important," I said to the lady on the telephone. 9. "An important project depends on it." 10. "All right," she said after ā pause, "Mr. Barnaby will see you if you come over right away."

5 1. "Mr. Barnaby was a very busy man. 2. As the lady led me toward his office, she said, "Mr. Barnaby is ā very busy man." 3. I sat in ā large leather chair in front of him. 4. "I'm ā very busy man," he said, hanging up the two telephones into which he'd been talking. 5. "My time is very valuable. 6. What can I do for you?" 7. I cleared my throat and said, "I want to sell my little brother. 8. That is -- I mean I think just about everybody likes babies." 9. "How much do you want for... 10. Oh, of course everybody likes babies!", Mr. Barnaby said. 11. "I have an idea for ā TV program," I said.

12. 'Splendid! Splendid!" he said, putting the tips on of his fingers together and nodding his head. 13. "We could put it on between nine and ten on Thursdays and .. 14. Wait a minute! 15. You haven't told me what the idea is, yet!" 16. "Well," I said, "my baby brother is a pretty good brother." 17. Then I added, "As little brothers go." 18. "Now see here! 19. I'm a very busy man!" 20. "Yes, sir. 21. Well, my idea would be for you to choose a baby for your TV programs. 22. The baby could advertise things like -- well, milk or baby clothes. 23. There are lots of things babies use. 24. You could get a sponsor."

6 1. Mr. Barnaby was impressed. 2. "Hummm," he said, "you may have an idea of value." 3. He walked around the office, thinking. 4. "Yes. 5. We could have a contest and pick a baby out of all the babies in town." 6. "Excuse me, sir," I said, "but I think it would be better not to have a contest. 7. If you have a contest, then all the mothers whose babies don't win will be mad at you. 8. They might even refuse to buy the things you advertise on your station." 9. Mr. Barnaby stopped pacing. 10. "Hummm," he said. 11. "You may be right. 12. Wouldn't want to imperil our good will." 13. "And so you could just pick my little brother," I said. 14. "He'd do just as well as anyone else his age." 15. "How old is he?" 16. "Eight months," I said. 17. "But he is going on nine." 18. "Hummm," said Mr. Barnaby, "let me see now." 19. He was pacing the floor again. 20. "The typical baby. 21. That's it. 22. Typical! 23. A baby like everyone else's baby. 24. A baby everyone will love. 25. An excellent idea!" 26. "Sure," I said. 27. "We could take some moving pictures of him when he's at his best." 28. "Nonsense,

brother Barberly he living ③ living boy ① living boy
my boy," Mr. Barnaby said. 29. "If we do this, it will be ā live show. 30. Live, boy,

⑤ living ② living
live!" 31. "But what if he the c-cries cry or something?", I ask asked. 32. "All babies cry," said

Brierly it would topical that
Mr. Barnaby. 33. "He wouldn't be typical if he didn't cry sometimes. 34. Typical, that's

is topical topical he c-placed pleased
it, typical. 35. The typical baby!" 36. "Yes, sir," I said. 37. He placed ā hand on my

shoulder. 38. "You know," he said, "I think you may have hit on ā gold mine, my boy.

well he's c-home at [h]
39. Where can I see this baby brother of yourn?" 40. "Well, he's home ā lot," I said.

[bargəli] forward ā glance
41. Mr. Barnaby frowned and glared at me. 42. "Our address is 221 Forest Road," I added

hurriedly.

[bargəli] [bə] our he,
7 1. That evening Mr. Barnaby telephoned and then came to the house. 2. After he'd talked

he c-took he told learned
to my mother and father for ā while, they took him into the bedroom. 3. He leaned over the

say [di] [kradɛt] [krad] [di]
crib and wiggled wagged ā finger at my little brother. 4. "Say da," Mr. Barnaby [barbəli] chuckled. 5. "Da,

c-my [mi?]
said my little brother, grabbing for the finger. 6. Mr. Barnaby [bragəli] cluttered chuckled again. 7. Andrews

had made a very favorable impression. 8. Mr. Barnaby [brɑdli] talked c-some [s] more with my folks.

as he c-was had but the
9. "It's settled then," he said as he was leaving. 10. "Be at the station with that fine

c-yours as
baby ā week from Saturday at 10:30 in the morning. 11. You know, this boy of yours is

is your
c-quite quiet ā business
quite ā businessman." 12. And he gave me ā big wink.

ā lot some of
8 1. A week from Saturday seemed ā long way off. 2. I read ā lot so the time would go faster

c-found [f>] [di-faundɪŋ] was [di-fʌn]
3. I even found that studying made the time go faster, too. 4. The word definitions were

helped c-my mark
helped me
helping my marks in English, too. 5. I read ā lot of them out loud nearly every evening.

Andrews been sleep [ɛrnt] [ɛs]
6. If Andrew was crying when he should be sleeping, I just turned to the S's and started

reading a lot of soft-sounding (sound), soothing (smoothing, smooth) words. 7. In a few seconds he would fall asleep.

8. He (c-he, this) seemed to like the history lessons, too, but his favorite was the dictionary.

9. Genius ([grɛnɪ] at) Work!

9 1. When (c-when [wɪ?]) the day came at last, my mother dressed Andrew (Andrews) in a new outfit. 2. I stood looking down at him when (where) we were almost ready to go. 3. He really was a pretty good kid; I couldn't help feeling (① I couldn't help feeling, ② I couldn't help feeling) proud. 4. I leaned (learn) over the crib ([krɪ?], curve) and pointed a finger (point) at him and said, "Say da." (say [di])

5. Clearly and distinctly ([disʃʌv]) Andrew said, "Philosophical" ([fali-ɪ?-kuraə-su-mi]). 6. At first I just looked at him.

7. "Philosophical?" ([kalásumi]) I asked (said). 8. "Did you say philosophical?" ([kalosúm], do) 9. "Communication," ([kʌntrɛkʃəkɛɪʃnɪ], [kʌn, kʌntrɛ]) he said, also clearly and distinctly ([disdɛɪ?]). 10. "Mother! Dad!" (Daddy) I yelled (yell). 11. "Andrew isn't typical! (topical) 12. He's -- he's (he, is) a genius! 13. We've (we) got to call the TV station!" 14. "~~Horitontol~~," (NT) Andrew said. 15. I ran to the telephone and called the station. 16. While I was waiting for Mr. Barnaby's wife ([barbəliz]) wire, Andrew (Andrew c-said) said ([s]), "Reflex action." (relax)

10 1. "Mr. Barnaby ([barbəli])!" I said at last. 2. "Andrew (Andrews) isn't an (a) ordinary baby! 3. Do you know what he just said?" 4. "Never mind that," he said. 5. "Bring that fine boy over here right away. 6. We're (they) setting up lights and cameras (set)." 7. But (but) Mr. ([barbəli], Mr.) Barnaby," I said, "Andrew just ~~..~~." (I) 8. "Get (the) that baby over here!" he shouted. 9. "I'm a very busy man."

10. On the way to the station I kept telling my parents what had happened. 11. "We've got to tell Mr. ([barʔbi], [braʊb]) Barnaby," I said. 12. "This baby is not typical." ([tápɪʊkəld], topical) 13. "I never thought he was (c-he, a) typical (topical)!" my mother said. 14. There (but) was (he) pride (prayed) in her voice.

11 1. At the station Mr. ([barbəli]) Barnaby rushed us into the studio and pushed a (curve) crib for Andrew (Andrews) under

one of the big camera cameras. 2. There were [gluz] NT glaring spotlights and [fudlaɪt] floodlights, and cabbage cables rigged up and everywhere. 3. There was ā/glassing glassed-in part along one real whole side of the station studio—the control room. 4. There two men were [s] c-signaling sending signaling to each other, and one putting the points putting [wʌn] was pointing to the clock. 5. I still through thought we should tell Mr. ~~Barnaby~~ NT, but he was rushing around giving others orders to light lighting crews crew and cameramen. 6. At last we learned he leaned over the ~~crib~~ NT. 7. I held my breath. 8. He wiggled wagged ā finger at Andrews Andrew and said, "Say [dæ] da." 9. "~~Intellectual~~ NT," my little brother said, loudly and clearly. 10. Mr. ~~Barnaby~~ NT straightened up, still holding the finger over the curve crib. 11. He started stared at Andrews Andrew. 12. His face turned red.

12 1. "[ɪndʌstæ] [ɪndʌs] Intellectual?" he cried. 2. "Intellectual?" intelligence 3. His hands hand dropped to his sides. 4. "This.....baby.....isn't.....[tɛmpɪkəl] typical," he moaned, and there/he was ā stink distinct drive quiver in his voice. 5. He looked [helpdes] helplessly at first one cameraman [s] said and then another. 6. Finally he looked at me. 7. "You!" you he is ā [s] c-sickly [wɑpər] sickly whisper. 8. "You!" 9. He stood with his feet wide apart and brought his hand hands up slowly, c-pointing at me putting at me pointing at me. 10. "You!" 11. The pointing finger point rose and fell with his the heavily heavy breathing. 12. His eyes were glaring and wild raw. 13. I backed away. 14. "I didn't.....I didn't mean.....I tried to tell you.....sir!" 15. Mr. [barklɪ] Barnaby slumped slump into c-into in ā chair. 16. "In five minutes we going go on the air," he said, "with the "[tɛmpɪkəl] typical baby"." 17. The baby we've been ~~advertising~~ NT would be all week. 18. Typical! [tɛmpɪkəl] Ha! [hɑm] 19. He threw his arms high and let them fall [tɪmpəlɪ] limply to on his lap. 20. Then he slumped [slʌmps] [slæms] still farther.

1208

13. 1. "Sir," I said, "is it wasn't there ā dictionary here?" 2. He nodded. 3. "Where?" 4. He pointed

to the door. 5. "Front office. Miss Brown," he said, staring at the floor. 6. I dashed

out of the studio, found Miss Brown and was back in a few seconds. 7. I stood by the crib

and opened the dictionary. 8. I opened it to the S's. 9. "Andrew, listen to this," I

said as calmly as I could. 10. "Newspaperwoman," Andrew said. 11. I started to read.

12. "Sleigh, snow, soak, society, soften, soldier, sorrowful, soup, stormy, stroke, survive

..." 13. Andrew's eyes dropped, then closed. 14. I went on reading, and when I looked

down again, Andrew was asleep.

14 1. Someone stuck some papers into Mr. Barnaby's limp hand, and it made me feel good to see

him get control of himself when he absolutely had to. 2. He came out of his slump and

looked around. 3. Suddenly he jumped up and stepped in front of the cameras. 4. A light

flashed over the control rooms and there was a ~~blare~~ of music. 5. At first I thought the

noise would wake Andrew, but he went on sleeping. 6. The S's had done it. 7. I don't

remember what Mr. Barnaby said during the televised program. 8. But I remember the cameras

moving close to the crib and Mr. Barnaby bending over and saying soothing things to Andrew --

but not too loudly. 9. There were tears in Mr. Barnaby's eyes as he finished his speech.

10. His voice was swallowed up in a loud/~~blare~~ of "Rock-a-by-Baby," which woke Andrew, but

by then the program was over, anyway.

15 1. Mr. Barnaby took us out of the studio, clear to the front door, patting his face with a

large handkerchief. 2. When we were out on the street, I saw that my mother was smiling

broadly. 3. "It serves him right for calling a child of mine typical," she said. 4. My

c-check
the [tʃ, kʰɑɑ ʔ]
[kɑɑʔ] [brɔdli:] gave
father was folding the check Mr. Barnaby had given him. 5. "This will make a nice start

for thought I didn't say the
on paying for Andrew's college education," he said. 6. "Though I'm not sure he needs one,"

said ordinary
he added. 7. "I think I'm going to win the prize for the most [ɔr, ɔrtʃ] original outside project

[pudaliŋ] and
this year," I said. 8. "Philosophical," said my baby brother.
STOP

6;33 c-didn't cry some
topical if he did
tropical
tropical if he didn't cry some
TYPICAL IF HE DIDN'T CRY SOMETIMES

T: Well, very good, James. What'd you think of that story?

Ch: Pretty good. Some of the words.

T: There's a few kind of funny words in it, yeah, and I, and I knew that they usually trick a lot of people. But some of them you kind of got as you went along, didn't you, that you didn't know at first. James, could you tell me what happened in that story, what the story was all about?

Ch: Well, uh, there was this boy he wanted to win the prize so, uh, he was mad at his brother at first and then he started saying some soft words to his brother and his brother I guess got used to it and started going to sleep off of it. And so then, uh, they were saying his brother was a topical something, I think that's that word was a topical boy. So then, uh, near the end, uh, he, they, he called the studio and tried to get him in the picture and so he finally got him into it and then his brother woke up in the, uh, the man that was running the picture got mad so then he said the soft words and he went back to sleep.

T: Do you have any idea what a topical baby might be?

Ch: Think a slow-learning baby or something.

T: Oh, mm-hm. And what made the man mad when the baby woke up during the the television program?

Ch: Because he was supposed to sleep during the picture I think.

T: Why did, uh, why was that boy interested in getting his brother on the program?

Ch: Because he wanted to win the, uh, school project.

T: And so what was his project?

Ch: Uh, I guess a baby. Ordinary baby.

T: Get an ordinary baby and getting him on. Well, how did, uh, the boy's mother feel about the baby?

Ch: Well, she was proud at the end.

T: How did the television man feel about them after the program was done?

Ch: He was glad, too, afterwards but in the middle of it he wasn't.

T: Do you think that you'd say in general this story was sad or funny?

Ch: It was, let me see. Well, at first to the newsman it was sad to him but it was happy to the little baby all the time.

T: Mm-hm. And how about to the boy?

Ch: At the end it was happy to him too.

T: Just think a minute and see if there's anything else from the story, or have we just about told all of it?

Ch: Yeah, we told just about all of it.

T: Okey-doke.

GOODMAN STORY #53 TAPE 11;2;0-60 GRADE 08 ID 002 SEX F ETHNICITY Black AGE 14

READING LEVEL Low TRANSCRIBED BY ___ DATE ___

START

1 1. "If it bothers you to think of it as baby sitting," my father said, "then don't think (my brothers) (they)

of it as baby sitting. 2. Think of it as homework. 3. Part of your education. (parts) 4. You

just happen to do your studying in the room where your (c-your you) baby brother is sleeping, that's all. (c-that's all it's all)

5. He helped my mother with her coat, and then they were gone.

2 1. So education it was! (is what) 2. I opened the dictionary and picked out a word that sounded (sound)

good. 3. "Philosophical!", I yelled. 4. Might as well study word meanings (words meaning) first.

[fɪ?, fɪl-loɑ, fɪks] [oɑ, sɪks] [fɪs, fɪls-sloɑ?] slowing c-calmness [kam]

5. "Philosophical: showing calmness and courage in the face of ill fortune." 6. I mean

really yell

really

really yelled it. 7. I guess a fellow has to work off steam (stream) once in a while. 8. My

[fɪswal] [fɪloɑ] [fɪ?, fɪl- loɑ]

baby brother Andrew made a few silly baby sounds and began to cry. 9. "Philosophical!",

I shouted. 10. "Go ahead and cry! 11. Cry all you want to! 12. It won't (don't) disturb me!"

13. But I began to feel a little foolish and ashamed. 14. After all, it wasn't Andrew's [ɛθər]

fault that I had to stay home with him.

3 1. I leaned on the baby bed. 2. "You see," I said, "it helps me to remember the word

definitions if I read [red] them out loud. 3. They impress my mind better that way. (better than c-that) 4. Andrew

stopped crying and tried to take hold of the dictionary. 5. "Let's see what we can find in

the S's [ɛs]," I said. 6. "Savage: wild; not tamed [selvwɪtʃ] [sɪnwal] [sɪnwall] [sɪn] [ʃreggi]. 7. Sinewy: stringy, strong or powerful.

8. The S's seemed to quiet [kwɪ?] Andrew [æ?] down. 9. I guess they do have a soothing [soɑ-θɪŋ] sound. 10. In

(c-quiet) (c-Andrew)

a little while he was asleep. 11. I went on reading the words aloud (out loud). 12. We're supposed

to learn a certain number of definitions for English class each week. 13. Besides, our

is

teacher [sɛɛz] says if you know how to think and know enough words to express your thoughts, there

ıte!

isn't anything you can't, can say or do. 14. I don't know about that, but I know we get a good

; a

education in our school. 15. And they encourage special projects. 16. Every year they

c-original
[ɔrɪginəl]
[ɔɾ]

give a prize to the student with the most original outside project. 17. You don't have to

be a genius to win the prize, just smart enough to plan something really interesting and

abies
baby

original. 18. New, but not crazy or useless unless ∅ 19. I was hoping to win, this year.

1. I sat looking down at Andrew and looked 2. Suddenly I jumped from the chair, a wonderful idea

c-Andrew
[ændru-s]

[ɪmplænt] implanted in my brain. 3. "Andrew," I said, "you are my project. 4. And not only that,

:k

but you may be a real valuable gold mine. 5. Wait and see!" 6. The next day at noon, as

.d

soon as the classes left out for lunch, I called the local television station. 7. It's just

three blocks from the school. 8. "Yes, Miss, it's very important," I said to the lady on

the telephone. 9. "An important project depends on it." 10. "All right," she said after

[barnəbaɪ]
Miss [bar]

a pause, "Mr. Barnaby will see you if you come over right away."

c-Mr. [barnəbaɪ] was a very busy man
Miss [barnəbaɪ] was a very busy man

1. Mr. Barnaby was a very busy man. 2. As the lady led me toward towards his office, she said,

[barnəbaɪ]

"Mr. Barnaby is a very busy man." 3. I sat in a large leather chair in front of him.

c-he'd
he had

4. "I'm a very busy man," he said, hanging up the two telephones into which he'd been

talking. 5. "My time is very valuable. 6. What can I do for you?" 7. I cleared clear my

③I think just
②I think I just
① just

throat and said, "I want to sell my little brother. 8. That is -- I mean I think just

⑤ about
④ about

about everybody likes babies." 9. "How much do you want for... 10. Oh, of course

c-TV
[tɛɪ]

everybody likes babies!", Mr. Barnaby said. 11. "I have an idea for a TV program," I said.

[barnə-baɪ]

my boy," Mr. Barnaby said. 29. "If we do this, it will be a live show. 30. Live, boy, live!" 31. "But what if he cries or something?", I asked. 32. "All babies cry," said Mr. Barnaby. 33. "He wouldn't be typical if he didn't cry sometimes. 34. Typical, that's it, typical. 35. The typical baby." 36. "Yes, sir," I said. 37. He placed a hand on my shoulder. 38. "You know," he said, "I think you may have hit on a gold mine, my boy. 39. Where can I see this baby brother of yours?" 40. "Well, he's home a lot," I said. 41. Mr. Barnaby frowned and glared at me. 42. "Our address is 221 Forest Road," I added hurriedly.

7 1. That evening Mr. Barnaby telephoned and then came to the house. 2. After he'd talked to my mother and father for a while, they took him into the bedroom. 3. He leaned over the crib and wagged a finger at my little brother. 4. "Say da," Mr. Barnaby chuckled. 5. "Da," said my little brother, grabbing for the finger. 6. Mr. Barnaby chuckled again. 7. Andrew had made a very favorable impression. 8. Mr. Barnaby talked some more with my folks. 9. "It's settled then," he said as he was leaving. 10. "Be at the station with that fine baby a week from Saturday at 10:30 in the morning. 11. You know, this boy of yours is quite a businessman." 12. And he gave me a big wink.

8 1. A week from Saturday seemed a long way off. 2. I read a lot so the time would go faster, 3. and I even found that studying made the time go faster, too. 4. The word definitions were helping my marks in English, too. 5. I read a lot of them out loud nearly every evening.

6. If Andrew was crying when he should be sleeping, I just turned to the S's and started

reading a lot of soft-sounding,* soothing words. 7. In a few seconds he would fall asleep.

8. He seemed to like the history [mis] lessons, too, but his favorite was the dictionary. c-history

9. Genius at Work!

9 1. When the day came at last, my mother dressed addressed Andrew in a new outfit. 2. I stood looking down at him when we were almost ready to go. 3. He really was a pretty good kid; I couldn't help feeling proud. 4. I leaned over the crib, pointed a finger at him and said, "Say da." 5. Clearly and distinctly [distiŋk-li] Andrew said, "Philosophical" [filəsɑfís-kəl]. 6. At first I just looked at him. 7. "Philosophical?" [fil-lɔ-sɑɑ-fík-kəl] I asked. 8. "Did you say philosophical?" [filɑɑsɑɑfík-kəl] 9. "Communication," he said, also clearly and distinctly. 10. "Mother! Dad!" I yelled. 11. "Andrew isn't typical! [t,taɪpɪkəl] 12. He's -- he's [hidz] a genius! 13. We've [wəl] got to call the TV station!"/ 14. "Horizontal," Andrew said. 15. I ran to the telephone and called the station. 16. While I was waiting for Mr. Barnaby [barnəbɑɪ]'s wire, Andrew said, "Reflex [riflɛks] action."

10 1. "Mr. Barnaby [barnəbɑɪ]!" I said at last. 2. "Andrew isn't an ordinary baby! 3. Do you know what he just said?" 4. "Never mind that," he said. 5. "Bring that fine boy over here right away. 6. We're setting up lights and cameras." 7. "But [mis] Mr. Barnaby [barnəbɑɪ]," I said, "Andrew just..." 8. "Get that baby over here!" he shouted. 9. "I'm a very busy man." 10. On the way to the station I kept telling my parents what had happened. 11. "We've got to tell Mr. Barnaby [barnəbɑɪ]," I said. 12. "This baby is not typical [tɑɪpəkəl]." 13. "I never thought he was typical [tɑɪpəkəl]!" my mother said. 14. There was pride in her voice.

121719

11 1. At the station Mr. Barnaby rushed us into the studio stadium and pushed a crib for Andrew [mis] under

one of the big cameras. 2. There were/gliding glaring spotlights and floodlights, and/[kæbəlz] cables rigged up everywhere. 3. There was a glassed-in part along one whole side of the stadium studio -- the control room. 4. There two men were signaling to each other, and one was pointing to the clock. 5. I still thought we should tell Mr. [barnəbɑ] Barnaby, but he was rushing around giving orders to lighting crews and cameraman cameramen. 6. At last he leaned over the crib. 7. I held my [drɛθ] breath. 8. He wagged a finger at Andrew and said, "Say da." 9. [intélɪ-tʃuəl] [intélɪ?] "Intellectual," my little brother said, loudly and clearly. 10. [barnəbɑ] straighten Mr. Barnaby straightened up, still holding the finger over the crib ∅ 11. He c-stared at Andrew started staring at Andrew stared at Andrew. 12. His face turned red.

c-intellectual [intélɪ]
12 1. "Intellectual?" he cried. 2. "Intellectual?" 3. His hands dropped to his sides. 4. "This.....baby.....isn't.....topical typical," he [muðə] [mu?] moaned, and there was a distinct [kwɪ?vər] [kwɪ-vər] quiver in his voice. 5. He looked helplessly at first one [kæmrə-mɛn] cameraman and then another. 6. Finally he looked at me. 7. "You!"he said in a [s-slɪk-li] sickly whisper. 8. "You!" 9. He stood with his feet wide apart and brought his hands hand up slowly, pointing at me. 10. "You!" 11. The pointing finger rose and fell with his heavy breathing. 12. His eyes were ① c-glaring and ② [glarɪŋ] and ③ [glar] ① wide / ② wide wild. 13. I backed back away. 14. "I didn't.....I didn't mean.....I tried to tell you.....sir!" 15. [barnəbɑ] stumble Mr. Barnaby slumped into a chair. 16. "In five minutes we will go on the air," he said, "with the "tropical typical baby"." 17. The baby we've been advertising all week. 18. topical [hɑ] Typical! Ha!" 19. He threw his arms up high and let them fall [slɑ-pə-li] [s,sl] limply on his lap. 20. Then he stumble slumped still [fəðər] farther.

13. 1. "Sir," I said, "is there a dictionary here?" 2. He nod nodded. 3. "Where?" 4. He c-he the pointed

to the door. 5. "Front office. Miss Brown," he said, c-staring starring staring at the floor. 6. I dash dashed out (of) the studio, found Miss Brown and was back in a few minutes seconds. 7. I stood by the crib and opened the dictionary. 8. I opened it to the S's. 9. "Andrew, listen to this," I said as calmly as I could. 10. "Newspaperwoman," Andrew said. 11. I started to read.

12. "Sleigh [slaɪ], snow, soak, society [soʊ-s-ʃəti], soften, soldier [soʊ-ʃər], sorrowful [sar-roʊ-fəl], soup, stormy, stroke, survive c-survive survival [sərvə?] ..." 13. c-Andrew's eyes [druptɪd] Andrew eyes [draptɪd] Andrew's eyes drooped, then closed. 14. I went on reading, and when I look looked down again, Andrew was asleep sleep.

14 1. Someone stuck some papers into Mr. Barnaby's [barnabaɪz] c-limp limp hand, and (it) made it me feel good to see him get control of himself when he absolutely had to. 2. He came out of his c-slump slump [s] and looked around. 3. Suddenly he jump jumped up and step stepped in front of the cameras. 4. As A light flashed [flæʃtɪd] over to the control rooms and there was a blare of music. 5. At first I thought the noise would awake wake Andrew, but he went on sleeping. 6. The S's had done it. 7. I don't remember what Mr. Barnaby [barnabə] said during the television televised program. 8. (But) I remember the cameras moving close to the crib and Mr. Barnaby [barnarbar] blending bending over and saying soothing [soʊðɪŋ] things to Andrew -- but not too loudly. 9. There were tears in Mr. Barnaby's [barnabəz] eyes (as) he finish finished his speech. 10. His voice was swallow swallowed [s] up in a loud blare of "Rock-a-by-Baby," which woke Andrew, but by then the program was over, anyway.

15 1. Mr. Barnaby [barnabə] took us out of to the studio stʊdiʊm, clear to the front door, patting his face with a large handkerchief [hænkɪtʃər]. 2. When we were out on the street, I saw that my mother was smiling broadly. 3. "It serves him right for calling a child of mine typical tropical," she said. 4. My

out c-on the street of the street I saw I saw that my c-mother my [m]

c-check [tʃ] [bʌni]
father was folding the check Mr. Barnaby had given him. 5. "This will make a nice start

on paying for Andrew's college education," he said. 6. I thought "Though I'm not sure he needs one,"

he add ed. 7. "I think I'm going to win the prize for the most original outside project

[fɪs-sloʊ-soʊ-fɪ-kal-ə'] [fɪsalal]
this year," I said. 8. "Philosophical," said my baby brother.
STOP

8;6 [soo ðiŋ tən] words
[soo θ]
smoothing
smooth words
SOOTHING WORDS

T: Now, you think you could tell me what that story was about?

Ch: It was about, uh um, Mr. (barnaba) wanted two babies to be on the um advertising the (seidz) some words and uh um so Then they went uh, always open, his older brother would always open the dictionary to some hard words and call them out if the baby's sleeping he turn to the s's and say some soft words. It was very interesting.

T: Whose idea was the program?

Ch: Um (NT) I know Mr. (barna-bac) wanted him on there, but the little baby's brother is the one I forgotten his name.

T: I don't even think they told you his name. You just have to call him the baby's brother. What about him?

Ch: Well he wanted him to get or there and um

T: Who were some of the other people in the story besides Mr. (barnabac) and the baby's brother?

Ch: Miss Brown.

T: Do you remember who she was?

Ch: I think she was working for Mr. (barnabac)

T: Mm-hm. Anybody else?

Ch: No.

T: What kind of babies did Mr. (barnabac) want?

Ch: A topical babies

T: And what do you think a topical baby is?

Ch: A smart baby that like if you tell him say something they probably say it you know.

T: Do you think this story was funny or sad?

Ch: It's kind of funny.

T: How did Mr. Barnaby feel at the end of the story?

Ch: He felt so alone.

T: How come?

Ch: Well, I - he got laughed at and everything and uh the baby's older brother and its mother had said it served him right only cause he's calling the baby a topical baby.

T: Uh-huh.

Ch: She didn't like it.

T: Can you think back and remember how the story started?

Ch: Um (NT) It started off as he was reading the book about his brother being a genius. Then he mispronounce (ansfda) hard words to see whether he could say it or not.

T: OK. Anything else you'd like to tell me about this story?

Ch: Um.

T: That's it?

Ch: (NT)

T: OK, we've told it.

GOODMAN STORY #53 TAPE 4;1; 50-70 4;2; 0-55 GRADE 08 ID 003 SEX M ETHNICITY Black AGE 13

READING LEVEL Low TRANSCRIBED BY ____ DATE _____

START

1 1. "If it (c-bothers: brothers) bothers you to think of it as (ā) a baby (c-sitting [sa]) sitting," my father said, "then don't think of it as (ā) a baby sitting. 2. Think of it as homework. 3. Part of your education. 4. You just happen to do your studying in the room (c-where: while; c-your: you; baby: baby) where your baby brother is sleeping, that's all. 5. He (help) helped my mother with her (c-coat [klos]) coat, and then (and: and; when: when; c-they: my) they were (gone: going) gone.

2 1. (c-so [sod]) So education it was! 2. I (open) opened the dictionary and (c-picked [pikt]) picked out ā word that (sound) sounded good. 3. "(f[z]) Philosophical!", I yelled. 4. Might as well study (words: word; meaning: meanings) word meanings first. 5. "Philosophical: showing calmness and courage in the face (or: of) of ill fortune." 6. I (men [mɛn]) mean I really yelled it. 7. I guess (I guess: c-ā) a fellow has to work off (stream: steam) steam once in ā while. 8. My baby brother Andrew made ā few silly baby sounds and began to cry. 8. "Philosophical!", I shouted. 10. "Go ahead and cry! 11. Cry all you want to! 12. It (I want: won't) won't disturb (you: me) me!" 13. But I began to feel ā little foolish and ashamed. 14. After all, it (c-it wasn't: I wasn't; Andrew: Andrew's) wasn't Andrew's fault that I had to stay home with him.

3 1. I (learned) leaned on the baby bed. 2. "You see," I said, "it helps (me) to remember the (words: word) definitions if I (d[ɪ]) read (red) them out loud. 3. They impress my mind better that way." 4. Andrew stopped crying and tried to take hold of the dictionary. 5. "Let's see what we can find in the S's," I said. 6. "Savage: wild; not (tame: tamed) tamed. 7. Sinewy: stringy, strong or powerful." 8. The S's (seems: seemed) seemed to (quite: quiet) quiet Andrew down. 9. I guess they do have ā (smooth: soothing) soothing sound. 10. (In) ā little while he was (c-asleep: sleeping; asleep) asleep. 11. I went on reading the words aloud. 12. (were: We're) We're supposed to learn ā (P-certain [s]) certain number of definitions for English class each week. 13. Besides, our

teacher says if you know how to think and know enough words to express your thoughts, there isn't anything you can't say or do. 14. I don't know about that, but I know we get a good education in our school. 15. And they encourage special projects. 16. Every year they give a prize to the student with the most original outside project. 17. You don't have to be a genius to win the prize, just smart enough to plan something really interesting and original. 18. New, but not crazy or useless. 19. I was hoping to win, this year.

4 1. I sat looking down at Andrew. 2. Suddenly I jumped from the chair, a wonderful idea implanted in my brain. 3. "Andrew," I said, "you are my project. 4. And not only that, but you may be a real valuable gold mine. 5. Wait and see!" 6. The next day at noon, as soon as classes let out for lunch, I called the local television station. 7. It's just three blocks from the school. 8. 'Yes, Miss, it's very important," I said to the lady on the telephone. 9. "An important project depends on it." 10. "All right," she said after a pause, "Mr. Barnaby will see you if you come over right away."

5 1. Mr. Barnaby was a very busy man. 2. As the lady led me toward his office, she said, "Mr. Barnaby is a very busy man." 3. I sat in a large leather chair in front of him. 4. "I'm a very busy man," he said, hanging up the two telephones into which he'd been talking. 5. "My time is very valuable. 6. What can I do for you?" 7. I cleared my throat and said, "I want to sell my little brother. 8. That is -- I mean I think just about everybody likes babies." 9. "How much do you want for... 10. Oh, of course everybody likes babies!", Mr. Barnaby said. 11. "I have an idea for a TV program," I said.

12. 'Splendid! Splendid!" he said, putting the tips of his fingers together and nodding his head. 13. "We could put it on between nine and ten on Thursdays and... 14. Wait a minute! 15. You haven't told me what the idea is, yet!" 16. "Well," I said, "my baby brother is a pretty good brother." 17. Then I added, "As little brothers go." 18. "Now see here! 19. I'm a very busy man!" 20. "Yes, sir. 21. Well, my idea would be for you to choose a baby for your TV programs. 22. The baby could advertise things like -- well, milk or baby clothes. 23. There are lots of things babies use? 24. You could get a sponsor."

6 1. Mr. Barnaby was impressed. 2. "Hummm," he said, "you may have an idea of value." 3. He walked around the office, thinking. 4. "Yes. 5. We could have a contest and pick a baby out of all the babies in town." 6. "Excuse me, sir," I said, "but I think it would be better not to have a contest. 7. If you have a contest, then all the mothers whose babies don't win will be mad at you. 8. They might even refuse to buy the things you advertise on your station." 9. Mr. Barnaby stopped pacing. 10. "Hummm," he said. 11. "You may be right. 12. Wouldn't we want to imperil our good will." 13. "And so you could just pick my little brother," I said. 14. "He'd do just as well as anyone else his age." 15. "How old is he?" 16. "Eight months," I said. 17. "But he is going on nine." 18. "Hummm," said Mr. Barnaby, "let me see now." 19. He was pacing the floor again? 20. "The typical baby. 21. That's it. 22. Typical! 23. A baby like everyone else's baby. 24. A baby everyone will love. 25. An excellent idea!" 26. "Sure," I said.

27. "We could take some moving pictures of him when he's at his best." 28. "Nonsense,

① my boy ② my boy/ my boy," Mr. Barnable Barnaby said. 29. "If we do this, it will be ā c-live living live show. 30. live live Live, boy boy boy,

live!" 31. "But what if he cries or something?", I ask asked. 32. "All baby babies cry," said

Barnable said Mr. Barnaby. 33. "He c-he we wouldn't be topical topic typical if he didn't cry sometimes. 34. topical Typical, that's

it, topical typical. 35. The topical typical baby!" 36. "Yes, sir," I said. 37. He placed ā hand on my

shoulder. 38. "You know," he said, "I think you may have hit on ā gold mine, my boy.

where can I see c-this
39. Where can I see this you baby brother of yours?" 40. "Well, he's home ā lot," I said.

41. Mr. Barnable frown Barnaby frowned and glared at me. 42. "Our address is 221 Forest Road," I added

hurry hurriedly.

7 1. That evening Mr. Barnable telephone Barnaby telephoned and then came to the house. 2. After he'd talk talked

and and and c-leaned over learn learn over to my mother and father for ā while, they took him into the bedroom. 3. He leaned over the

waging [wɛi] crib and wagged ā finger at my little brother. 4. "Say da," c-say dad/ yes Mr. Barnable Barnaby chuckled. 5. dad "Da,

said my little brother, c-grabbing for ā finger [gab] for ā finger grabbing for the finger. 6. Mr. Barnable Barnaby chuckled again. 7. Andrew

had made ā very valuable favorable impression. 8. Mr. Barnable Barnaby talked c-some [s] some more with my folks.

9. "It's settled then," c-he said as he's as he said as he was leaving. 10. but "Be at the station with that fine

baby a week from Saturday at 10:30 in the morning. 11. You know, this boy of yours is

busy man quite ā businessman." 12. And he gave me ā big wink.

8 1. A week from Saturday seems seemed ā long way off. 2. I read ā lot soon so the time would go faster

ā studying 3. I even found that studying made the time c-go going go faster, too. 4. words define The word definitions were

c-helping helping my marks in English, too. 5. I read ā lot of them out loud nearly every evening.

6. If Andrew was crying when he should be sleeping, I just turned to the S's and started

reading a lot of soft-sounding, [smuvɪŋ] soothing words. 7. In a few seconds c-he would / it would he would fall asleep. 8. and He seemed to like the history lessons, too, but his favorite was the dictionary.

9. Genius at Work!

9 1. When the day came (at) at last, my mother dressed Andrew in a new outfit. 2. c-I stood / as stood I stood looking down at him and when we were almost ready to go. 3. we He really was a pretty good kid; I couldn't help feeling proud. 4. I leaned over the crib, pointing pointed a finger at him and said, "Say [da] da." 5. c-clearly clear Clearly and [dɪstɪŋkəl-li] distinctly distinctly Andrew said, "physically Philosophical". 6. At first I just looked at him. 7. physically "Philosophical?" I ask I asked. 8. "Did you say physically philosophical?" 9. communications "[kɑ̃?] Communication," he said, also clearly and distinctly. 10. mom Mom Dad Dad "Mother! Dad!" (I) I c-yelled / yell yelled. 11. "Andrew isn't topically typical. 12. c-he's / he / [ɪz] He's -- he's a genius! 13. We've got to call the TV station!" 14. "Horizontally, horizontally," Andrew said. 15. I ran to the telephone and called the station. 16. While I (was) waited waiting for Mr. [barnəli] Barnard Barnaby's wire, Andrew (said), c-reflex [ɛv,rɪflɪk] "Reflex action."

10 1. "Mr. [barnə-bli] Barnaby!" I said ⊙ at last. 2. "Andrew isn't a original an ordinary baby! 3. you don't / he don't Do (you) know what he just said?" 4. "Never mind that," he said. 5. "Bring that fine boy over ① c-here / ⊙ ⊙ he here right away. 6. We're setting up lights and cameras." 7. "But Mr. [barnə] Barnaby," I said, "Andrew just..." 8. "Get that baby over here!" he c-shouted / showed he shouted. 9. "I'm a very busy man." ④ I'm a very busy man ⊙ / ① I'm a very busy man 10. ④ c-on / ② [ɜ] On the way to the station I kept telling my parents c-what / c-had / c-happened / that / he / happen it what had happened. 11. "We've got to tell Mr. Barnaby," I said. 12. "This baby is not [trapɪkli] typical." 13. "I never thought he was [trapɪkli] typical!" my mother said. 14. There was a pride in her voice.

11 1. At the station Mr. Barnaby rushed [ɜs] us into the studio and pushed a crib [krɪ(ʔ)] pushed a c-crib for c-Andrew / Andrews Andrew under

one of the big cameras. 2. There were glaring spotlights and floodlights, and cables rigged up everywhere. 3. There was a glassed-in part along one whole side of the studio--the control room. 4. There two men were signaling to each other, and one was pointing to the clock. 5. I still thought we should tell Mr. Barnaby, but he was rushing around giving orders to lighting crews and cameramen. 6. At last he leaned over the crib. 7. I held my breath. 8. He wagged a finger at Andrew and said, "Say da." 9. "Intellectual," my little brother said, loudly and clearly. 10. Mr. Barnaby straightened up, still holding the finger over the crib. 11. He stared at Andrew. 12. His face turned red.

12 1. "Intellectual?" he cried. 2. "Intellectual?" 3. His hands dropped to his sides. 4. "This.....baby.....isn't.....typical," he moaned, and there was a distinct quiver in his voice. 5. He looked helplessly at first one cameraman and then another. 6. Finally he looked at me. 7. "You!" he said in a sickly whisper. 8. "You!" 9. He stood with his feet wide apart and brought his hand up slowly, pointing at me. 10. "You!" 11. The pointing finger rose and fell with his heavy breathing. 12. His eyes were glaring and wild. 13. I backed away. 14. "I didnt.....I didn't mean.....I tried to tell you.....sir!" 15. Mr. Barnaby slumped into a chair. 16. "In five minutes we go on the air," he said, "with the "typical baby"." 17. The baby we've been advertising all week. 18. Typical! Ha!" 19. He threw his arms high and let them fall limply in his lap. 20. Then he slumped still farther.

13. 1. "Sir," I said, "is there a dictionary here?" 2. He nodded. 3. "Where?" 4. He pointed

to the door. 5. "Front office Ø Miss Brown," he said, staring at the floor. 6. I dashed out of the studio [ra?] c-studio, found Miss Brown and was back in a few seconds. 7. I stood by the crib and opened the dictionary. 8. I opened it to the S's. 9. "Andrew, listen to this," I said as calmly as I could. 10. "Newspaperwoman," Andrew said. 11. I started to read. 12. "Sleigh [sa?, sli] slow, snow, soak, society social, soften, soften, soldier, sorrowful, soup, stormy, stroke, survive ..." 13. Andrew's eyes drooped, then closed Ø 14. I went on reading, and when I looked down again, Andrew was asleep.

14 1. Someone stuck some papers newspaper into Mr. Barnaby [barnəba] 's limp [lɪmp] hand, and it made me feel good made c-me feel a feel as to see him get control of himself when he absolutely [æbsɔ́ltəli] had to. 2. He came out of his slump and looked around. 3. Suddenly he jumped out up as [ɛs] c-up and stepped c-stepped in front of the cameras. 4. A light flashed over the control rooms and there was a blare [blar-arɪŋ] of music. 5. At first I thought the noise would wake Andrew, but he went on sleeping. 6. The S's had done it. 7. I don't remember what Mr. Barnaby said [dɛ?] c-during during the television televised program. 8. But I [dʌn] remember the cameras moving close to the crib and Mr. Barnaby bending c-bending over [ə] and c-and over [ə] and saying soothing smoothing soft things to Andrew -- but not too loudly. 9. There were tears in Mr. Barnaby's eyes as he finished his speech. 10. His baby voice voices and was swallowed up in a loud blare [blɛ?] barrel of "Rock-a-by-Baby," which [i] c-which woke up Andrew, but by then the program [pra?] television c-program was over, anyway [ɛlwə?] anywhere.

15 1. Mr. Barnaby took us out of the studio, clear to the front door, patting his face with a large handkerchief. 2. When then we were out of on the street, I saw that my mother was smiling broadly [bɔrdli] broadly. 3. "It serves him right for calling a child [tʃaɪld] c-it of mine to call typical [tapɪkli], " she said. 4. My my

father
father
his check
[barnəbi] was giving
this c-will
this [wəli]
this
father was folding the check Mr. Barnaby had given him. 5. "This will make a nice start

on paying for Andrew's college education," he said. 6. "Though I'm not sure he needs one,"

thought
c-I'm
I

he added. 7. "I think I'm going to win the prize for the most original outside project

this year," I said. 8. "Philosophical," said my baby brother.
physically
he
STOP

T: OK tell the story to me now. What happened?

Ch: Um. He he had to stay home with his baby brother and, uh, and and his mother and father was gone. And they was having a outdoor project and he was sitting down in the chair. And he jumped up and he thought of one and then he called um Mr. (barnabli) and and told him about it. And then I don't remember more.

T: Who was in the story?

Ch: Um Andrew. Mr. Barnaby and, um, I mean the, um, the cameramen, um, Miss Brown and and the newspaperman. That's all.

T: OK. Did anything exciting happen in the story?

Ch: Yes.

T: What?

Ch: When, um, when, uh um, Andrew's brother told tried to tell Mr. um Barnaby that uh Andrews wasn't topical.

T: What's topical?

Ch: I don't know.

T: Did anything uh funny happen in the story?

Ch: Yeah when, um, Andrew's brother tried to tell Mr. Barnaby but he wouldn't listen. And he, um, just fainted and, um, he read the, he turned to the s's to the dictionary and um started reading soft and Andrew went to sleep.

T: OK, [redacted], you did a very fine job. Thank you very much.

Ch: You're welcome.

GOODMAN STORY #53 TAPE 12;1;0-55 GRADE 08 ID 004 SEX F ETHNICITY Black AGE 13

READING LEVEL Low TRANSCRIBED BY ____ DATE ____

START

1. 1. "If it bothers you to think of it as baby sitting," my father said, "then don't think of it as a baby sitting. 2. Think of it as homework. 3. Part of your education. 4. You just happen to do your studying in the room where your baby brother is sleeping, that's all. 5. He helped my mother with her coat, and then they were gone.

2. 1. So education it was! 2. I opened the dictionary and picked out a word that sounded good. 3. "Philosophical!" I yelled. 4. Might as well study word meanings first. 5. "Philosophical: showing calmness and courage in the face of ill fortune." 6. I mean I really yelled it. 7. I guess a fellow has to work off steam once in a while. 8. My baby brother Andrew made a few silly baby sounds and began to cry. 9. "Philosophical!", I shouted. 10. "Go ahead and cry! 11. Cry all you want to! 12. It won't disturb me!" 13. But I began to feel a little foolish and ashamed. 14. After all, it wasn't Andrew's fault that I had to stay home with him.

3 1. I learned on the baby bed. 2. "You see," I said, "it helps me to remember the word definitions if I read them out loud. 3. They inpress my mind better that way." 4. Andrew stopped crying and tried to take hold of the dictionary. 5. "Let's see what we can find in the S's," I said. 6. "Savage: wild; not tamed. 7. Sinewy: strinry, strong or powerful. 8. The S's seemed to quiet Andrew down. 9. I guess they do have a soothing sound. 10. In a little while he was asleep. 11. And I went on reading the words aloud. 12. We're supposed to learn a certain number of definitions for English class each week. 13. Besides, our

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teacher says if you know how to think and know enough words to express your thoughts, there isn't anything you can't say or do. 14. I don't know about that, but I know we get a good education in our school. 15. And they encourage special projects. 16. Every year they give a prize to the student with the most original outside project. 17. You don't have to be a genius [dʒinjus] [dʒin] to win the prize, just smart enough to plan something [inə?] really interesting and original. 18. New, but not crazy or useless. 19. I was hoping to win this year.

1. I sat looking down at Andrew. 2. Suddenly I jumped from the chair, a wonderful idea implanted in my brain. 3. "Andrew," I said, "you are not my project. 4. And not only that, but you may be a real valuable gold mine. 5. Wait and see!" 6. The next day at noon, as soon as classes let out for lunch, I called the local [soə?] television station. 7. [lɛs] It's just three blocks from the school. 8. "Yes, Miss, it's very important," I said to the lady on the telephone. 9. "An important project depends on it." 10. "All right," she said after a pause, "Mr. Barnaby [barbi] [bar] [barnbi] will see you if you come over right away."

1. Mr. Barnaby was a very busy man. 2. As the lady led me toward his office, she said, "Mr. Barnaby [bameli] is a very busy man." 3. I sat in a large leather chair in front of him. 4. "I'm a very busy man," he said, hanging up the two telephones into which he'd been talking. 5. "My time is very valuable. 6. What can I do for you?" 7. I cleared my throat and said, "I want to sell my little brother. 8. That is -- I mean I think just about everybody likes babies." 9. "How much do you want for him? 10. [ɔ] [oə?] Oh, of course everybody likes babies!" said Mr. Barnaby said. 11. "I have an idea for a TV program," I said.

12. Splendid! Splendid! he said, putting the tips of his fingers together and nodding his head. 13. "We could put it on between nine and ten on Thursdays and... 14. Wait a minute! 15. You haven't told me what the idea is, yet!" 16. "Well," I said, "my baby brother is a pretty good brother." 17. Then I added. "As little brothers go." 18. "Now see here! 19. I'm a very busy man!" 20. "Yes, sir. 21. Well, my idea would be for you to choose a baby for your TV programs. 22. The baby could advertise things like -- well, milk or baby clothes. 23. There are lots of things babies use. 24. You could get a sponsor.

1. Mr. Barnaby was impressed. 2. "Humm," he said, "you may have an idea of value. 3. He walked around the office, thinking. 4. "Yes. 5. We could have a contest and pick a baby out of all the babies in town." 6. "Excuse me, sir," I said, "but I think it would be better not to have a contest. 7. If you have a contest, then all the mothers whose babies don't win will be mad at you. 8. They might even refuse to buy the things you advertise on your station." 9. Mr. Barnaby stopped pacing. 10. "Humm," he said. 11. "You may be right. 12. Wouldn't want to imperil our good will." 13. "And so you could just pick my little brother," I said. 14. "He'd do just as well as anyone else his age." 15. "How old is he?" 16. "Eight months," I said. 17. "But he is going on nine. 18. "Humm," said Mr. Barnaby, "let me see now." 19. He was pacing the floor again. 20. "The typical baby. 21. That's it. 22. Typical! 23. A baby like everyone else's baby. 24. A baby everyone will love. 25. An excellent idea!" 26. "Sure," I said. 27. "We could take some moving pictures of him when he's at his best." 28. "Nonsense.

baby [barbəli] you I living live c-boy living baby
my boy," Mr. Barnaby said. 29. "If we do this, it will be a live show. 30. Live, boy,

[kʌv] but c-what won't ask baby cries
live!" 31. "But what if he cries or something?", I asked. 32. "All babies cry," said

[barbəli] would tropical something tropical
Mr. Barnaby. 33. "He wouldn't be typical if he didn't cry sometimes. 34. Typical, that's

tropical tropical he [pleɪsd?] Ø hand pleased his hand his
it, typical. 35. The typical baby!" 36. "Yes, sir," I said. 37. He placed a hand on my

good mine
shoulder. 38. "You know," he said, "I think you may have hit on a gold mine, my boy.

39. Where can I see this baby brother of yours?" 40. "Well, he's home a lot," I said.

c-forest
[barbəli] [foʊnd] [greɪdli] 121 [fɔr]
41. Mr. Barnaby frowned and glared at him me. 42. "Our address is 221 Forest Road," I added

hurriedly.

telephone he
1. That evening Mr. Barnaby telephoned and then came to the house. 2. After he'd talked

and c-leaned over
to my mother and father for a while, they took him into the bedroom. 3. ^He leaned over the

c-little wiggled [dɑ]
crib and waggled a finger at my little brother. 4. "Say da," Mr. Barnaby chuckled. 5. Da.

[bu?] [bardli] chuckle [dɑɛ]
c-grabbing from Barley
said my little brother, grabbing for the finger. 6. Mr. Barnaby chuckled again. 7. Andrew

valuable / Barley talk the folk
had made a very favorable impression. 8. Mr. Barnaby talked some more with my folks.

it's c-settled he c-said [m,mvi]
set [s]
9. "It's settled then," he said as he was leaving. 10. "Be at the station with that fine

baby a week from Saturday at 10:30 in the morning. 11. You know, this boy of ours is

give
quite a businessman." 12. And he gave me a big wink.

c-seemed I [rid]
8 1. A week from Saturday seemed a long way off. 2. I read a lot so the time would go faster

really
[difɑ́nʃən]
3. I even found that studying made the time go faster, too. 4. The word definitions were

the study [dɛ?]
helping my marks in English, too. 5. I [rid] read a lot of them out loud nearly every evening.

I turn say [ɛs] start
6. If Andrew was crying when he should be sleeping, I just turned to the S's and started

reading ā lot of soft-sounding, smoothing words. 7. In ā few seconds he would fall asleep ∅ and then ā lot 8. He seemed to like the history lessons, too, but his favorite was thē dictionary.

[dʒɪnəs]
9. Genius at Work!

9 1. When the day came at last, my mother dressed Andrew in ā new outfit. 2. I stood looking down at him when we were almost ready to go. 3. He really was ā pretty good kid; I couldn't help feeling proud. 4. I leaned over the crib, pointed ā finger at him and said, "Say da."

[dæ]
5. Clearly and distinctly Andrew said, "Philosophical". 6. At first I just looked at him.

[gɑlɪsɑnlɛri]
7. "Philosophical?" I asked. 8. "Did you say philosophical?" 9. "Communication," he said, also clearly and distinctly. 10. "Mother! Dad!" I yelled. 11. "Andrew isn't particular typical! 12. He's -- he's a genius! 13. We've got to call the TV station!" 14. "Horizontal," Andrew said. 15. I ran to the telephone and called the station. 16. While I was waiting for Mr. Barnaby's wire, Andrew said, "Reflex action."

10 1. "Mr. Barnaby!" I said at last. 2. "Andrew isn't an ordinary baby! 3. Do you know what he just said?" 4. "Never mind that," he said. 5. "Bring that fine boy over here right away. 6. We're setting up lights and cameras." 7. "But Mr. Barnaby," I said, "Andrew just..." 8. "Get that baby over here!" he shouted. 9. "I'm ā very busy man." 10. On the way to the station I kept telling my parents what had happened. 11. "We've got to tell Mr. Barnaby," I said. 12. "This baby is not typical." 13. "I never thought he was typical!" my mother said. 14. There was pride in her voice.

11 1. At the station Mr. Barnaby rushed us into the studio and pushed ā crib for Andrew under

one of the big camera cameras. 2. There was [gl'] c-glaring were glaring spotlights and [fudlaits] floodlights, and cribs cables
wriggled
[rægəld] rigged up everywhere. 3. There was a glass glassed-in part c-along [ɔŋ] along one whole wall c-side [sɛ] side of the studio --
the [kántrool] [kər] the control room. 4. There [w] there c-two two men were [sainilɪŋ] signaling to each other, and two one was pointing to
the clock. 5. I still thought we should he would tell Mr. [bradli] Barnaby, but he was running around giving
orders to the lighting crews and cameramen. 6. At last I learn c-leaned he leaned over the crib. 7. I held my I c-held yelled
breath. 8. He wiggled wagged a finger at Andrew and said, [dæ][dædæ] "Say da." 9. "Intellectual," my little intelligent [intu', ɛn] brother said, loudly and clearly. 10. Mr. [bradli] Barnaby straightly [straitlɪd] straightened up, still holding hold the
finger in over the crib. 11. He [sɛd] stared at Andrew. 12. His face turned red.

11 1. "Intellectual?" [intélʌdʒənt] I he cried. 2. "Intellectual?" intelligent 3. His hands hand drop dropped to his side sides.
4. "This.....baby.....isn't.....typical," tropical he [mɑndɪd] moaned, and there was a distinct an distract gravy quiver in
his voice ∅ 5. ^ He looked helplessly at the first one cameraman and then another. 6. Finally
he looked at me. 7. "You!" he said you he said in a sickly whisper. 8. "You!" 9. He stood up at ^ with his
feet [wa] wide apart and brought up ^ his hand up slowly, pointing at me ∅ 10. "You!" 11. The
pointing finger rose and fell with his heavy breathing. 12. His eyes were gaping glaring and
wide and [bæktəd] wild. 13. ^ I backed away ∅ 14. ^ "I didn't.....I didn't mean it.....I tried to tell you.....sir!"
15. Mr. Barnaby Barley slumped slip into a chair. 16. "In five minutes we were go on the air," he said,
"with a the "typical tropical baby"." 17. The baby we've been were being advertising adventures c-all [æ] all week. 18. Typical! tropical Ha!"
19. ^ He threw his arms high and let them fall limply [limli] on his lap. 20. Then he slumped [slɛmp] still
farther.

13. 1. "Sir," I said, "Is Sir I said this c-is there a dictionary here there a dictionary here?" 2. He nodded mumble. 3. "Where?" 4. He pointed

to the door. 5. "Front office. Mrs. Miss Brown," she said, c-staring at the starting at the staring at the floor. 6. I dash dashed out of the studio, found Mrs. Miss Brown and was back in a few minutes seconds. 7. I stood by the crib and open opened the dictionary. 8. I opened it to the S's. 9. "Andrew, listen to this," I said as [krɛmli] calmly as I could. 10. c-newspaperwoman newspaper "Newspaperwoman," Andrew said. 11. I started to read. 12. [sleɛli] short [s] socially [sɔften] shoulder "Sleigh, snow, soak, society, soften, soldier, sorrowful, soap soup, stormy, stroke, [sərvɪd] survive ..." 13. Andrew's eyes [droəp] drop drooped, then close closed. 14. I went on reading, and then when I look looked down again, Andrew was asleep.

14 1. Someone struck some newspaper papers into Mr. Barnaby's limp hand, and it made me feel good to see him get c-control of [kɑntroəl] control of himself when he [ɛbɪ, ɛbsə?] absolutely had to. 2. He came out of his [s]lump and looked around. 3. Suddenly he jumped up and step stepped into front of the cameras. 4. A light flashed over the control room, and there was a [brɑ] blare of music. 5. At the first I thought the noise would wake Andrew, but he went on sleeping. 6. The [ɛs] S's had done it. 7. I don't remember what Mr. Barley Barnaby said during the television televised program. 8. But I remember the cameras moving close to the crib and then Mr. Barling Barnaby bending over and saying smoothly soothing things to Andrew -- but not too c-loudly loud loudly. 9. There was were tears in Mr. Barley Barnaby's eyes as he finished his speech. 10. His voice was shallow shout swallowed up in a loud [bɑr] blare of c-Rock-a-by-Baby rocking "Rock-a-by-Baby," c-which was which woke Andrew, but by then the program was over, anyway.

15 1. Mr. Barley Barnaby took took us out of us out of the studio, clear to the front door, patting his face with a large handkerchief. 2. When we were out c-we he of on the c-street [s]treet, I saw that my mother was smiling broadly. 3. "It c-it serves him right [sɑvəld] him at [stuvɑrz] him for calling a child of mine [dʒ] [trɛpəkəl] typical," c-she he she said. 4. My

father was folding the check Mr. Barnaby had given him. 5. "This will make a nice start on paying for Andrew's college education," he said. 6. "Though I'm not sure he needs one," he added. 7. "I think I'm going to win the prize for the most original outside project this year," I said. 8. "Philosophical," said my baby brother.
STOP

handkerchief Barley c-given [gɛɪwən] this c-will was playing [di] election I thought I was [ɔrgɪn] [ɔrgɪn] to [foʊzɪkəl] [fʊə?]

GMN ID 004 Grade 08 Tape 12;1;55-65 Story #53

T: Did you like that story?

Ch: Yes, it was very interesting.

T: OK. Tell me what happened then.

Ch: Um this boy his brother and he thought he was babysitting but his father told him he was just (dunbund) baby brother and that he's not babysitting. And so he was reading the dictionary so he thought that this year they was gonna have a project and he wanted to win so he went someplace I forget the name of the place to the studio and he talked to Mrs. Brown and he asked if he could see Mrs. (bardli) and so he got to see him he talked about his baby brother and he asked Mr. Barbley if he could sell him. And he said that how much would he sell him for. And he (dan). And so it got to him but he started (paenstan) (plse') walking around on the floor. And so he decided that he was going to take his little brother and put him on TV. They was going to call him the "tropical baby". And his brother was named Andrew and so they got to the studio and his mother and he his brother, um, Andrew kept saying some word, I couldn't really pronounce it, he kept saying it and so his brother, his older brother, asked Mr. (bradli) did he have a dictionary and Mrs. Brown was standing at the door, glazing at the floor. So she ran to the office and she got him a dictionary. He stop, he started saying words that start with s's like storm, stove and stroll and all of a sudden Andrew had fell asleep and so the cameras and the light was going all around the room until it got to the crib and Mr. Barley had bent over to the crib and he had, had, was talking and when he had finished his speech he was, he ended with singing "Rock-a-my-baby".

T: Very good. Was there anything in there that you thought was funny.

Ch: Um, let's see. Um, when he got up and started waving his hand and um Andrew's brother was trying to tell him that his brother was not a tropical tropical baby.

T: What does "tropical" mean?

Ch: I don't really know.

T: What kind of baby was he?

Ch: He was a, they call him the gold-mine baby.

T: Mm-hm. Did anything exciting happen in the story?

Ch: The exciting part I think it was when um Andrew was saying all these words.

T: Mm-hm.

Ch: and his brother was trying to tell Mr. Barley that his brother's not a tropical baby.

T: Did anything sad happen in the story?

Ch: No.

T: OK. Would you recommend that story to other children to read?

Ch: Uh-huh. I think it would be very interesting.

T: OK.

GOODMAN STORY # 60 TAPE 14;2;0-25 GRADE 08 ID 007 SEX F ETHNICITY White AGE 12

READING LEVEL High TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who expressed a great faith in the future of American youth: "There's nothing wrong with them that ten years, (a) family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food, weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for a future they want and begin to accept a future they can get. 2. It is precisely this cynicism [sinizm] that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into a new national [c-national nation] fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin [began] assuming control of the country.

4 1. Young dissidents [dəsídənts] have been widely berated for lacking an alternative to the present system. 2. But the fact is we have [we've] many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

Richard M. Nixon, circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920; plus the extra added attraction [ɛ?-trǽkʃən] of congressmen and generals trying to bomb their way back to the Stone Age with a Vietnam war circa 1890 c-1890 19.

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to (the) Vietnam war, the Pentagon will retreat [ta?] c-retreat. 2. Likewise, we must call off the debate on the phantom political issues that have supposedly divided us in the past. 3. We will no longer waste our time debating whether or not the internal combustion engine should be allowed to asphyxiate us, whether we should have a useless anti-missile system to protect us from our imaginary enemies, whether our children should be [kánskrɪptəd] conscripted to fight and die in the name of leaders who enjoy handing out medals to widows. 4. This senseless, [fjutaɪl] futile debate between the obstetrician and (the) mortician will end.

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive. 2. This is Air Force One, where there are no parachutes. 3. All of us - President, pilot, stewardesses, first- and second-class passengers - must resuscitate a physically and morally depleted environment or go down together.

7 1. The United States should lead the world (in) taming technology. 2. We will become a human sanctuary where SST's are neither built nor flown because we believe in the sanctity of (the) human eardrum. 3. Instead of building synthetic alligators for amusement music parks, we (wil) save the real ones in the Everglades. 4. We will stop offshore oil drilling so children can swim again off Santa Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed by Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

are as troubled as we are. 3. They know reckless leaders are on the loose in America. 4. They know the soaring rhetoric [ritśrik] of our verbose government officials is only so much thermal pollution, that the present president course is only leading to an eternal human blackout. 5.Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for in California who does not believe that when you have seen one redwood you have seen them all; when big business gives up trying to turn college radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his tele-prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver and takes him out to dinner, then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming children. 2. For if my generation has seen through the political and technical sophistry [satístri] [s] of the times, we still have not come to understand ourselves. 3. From the day in sixth grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been too nervous, too anxious [æŋ-zæs] c-anxious, too guilt-ridden to really know what we are all about. 4. I suspect it will take my generation many years to recover from our education. 5. We will continue to be awakened by nightmares about accidental smudges costing us points on our electrostatically graded answer sheets, of losing a gold star because we failed to finish our milk and cookies.

14 1. I suspect our children will find us a bit stiff from all those confining years in the classroom. 2.. They will probably find us too cerebral, better at thinking than feeling,

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may need our help in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions. [in-hə'bɪʃənz] inhibition

15 1. There will be conflict between us because they will not be bound by all/the constraints of the mind that bind us. 2. They will know instinctively what freedom is all about, and no one will be able to take it away from them. 3. Chronological age will become less important; perhaps they will force us to even stop using age as an excuse for obstinacy. 4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear concept [kɑnsɛ́pt] of time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that we have here here one moment follows another (one), like beads on a string, and that once a moment is gone it is gone forever... 2. All moments, past, present, and future, always have existed, and always will exist.

17 1. Perhaps we will reach 1984 and find we are in 2001. [tu] c. 2001 2. In the end, I am sure that many of us who began this pervasive generational rebellion will have second thoughts when we see persuasive general c-generational what our children do to us. 3. But I hope that instead of meeting them with Mace, we will have the good sense to meet them with love, help them on their way (and) perhaps even join them. 4. For any generation could go wrong. 5. Even our own.

STOP

T: What did you think that was about?

Ch: That the older generation's going to have to join with younger generation (NT)

T: Mm-hm. Do feel like (NT) encapsulating thinking?

Ch: Mm-hm.

T: What did you feel his position was on, uh, what's going on today (NT)

Ch: That the politicians are too scared to join with the younger generation. The older generation isn't (NT)

T: Mm-hm. What did you feel about his, uh, allusions to the Titanic? What'd he mean by that?

Ch: He meant that, um, we wouldn't be like the Titanic, the sinking Titanic when (NT) getting off of the lifeboats, that, um, we would all succeed or fail together.

T: Mm-hm. Did you, uh, um, feel there were any parts of this that were particularly exciting?

Ch: (NT)

T: (NT)

Ch: (NT)

T: Find anything in this that was sad?

Ch: (NT) older generation has to see the younger generation's not doing so well.

T: Did you find anything in here that was particularly happy?

Ch: Um, he said that the (NT) someday (NT)

T: Mm-hm.

GOODMAN STORY # 60 TAPE GMN:15;1;1-25 GRADE 08 ID 008 SEX F ETHNICITY White AGE 12

READING LEVEL High TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family, mortgage [mɔrgeɪ] (c-mortgage more) and a car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food, ~~weed killer and convertible debentures.~~ (we weed killer) (c-weed killer)

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop (top) fighting for a future they want and begin (to) accept a future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into a new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young dissidents have (always have been widely) been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" [ɔr] (c-obsolescents) can no longer run the country. 5. We can't continue institutionalizing [ɪnstɪtʃ] (c-institutionalizing) yesterday's leaders:

. Richard M. c-Nixon nicks
Richard (M) Nixon, circa 1940; Gen. Lewis Hershey, c-circa [sərs] circa 1930; general [ədʒérə] J. Edgar Hoover, circa 1920;
extra c-added add
plus the (extra) added attraction of congressmen (and) generals trying to bomb their way back
c-1890 [ha?]
to the Stone Age with a Vietnam war circa 1890.

two hundred
5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war, the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom
c-supposedly [səpōdlī]
political issues that have supposedly divided us in the past. 3. We will no longer waste our time debating whether or not the internal combustion engine should be allowed to asphyxiate us, whether we should have a useless anti-missile system (to) protect us from imaginary enemies, whether our children should be conscripted to fight and die in the name of leaders who enjoy handing out medals to widows. 4. This senseless, futile debate between the obstetrician and the mortician will end.

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive.
are
2. This is Air Force One, where there (are) no parachutes. 3. All of us - President, pilot,
[rjsus-cut] [ri]
stewardesses, first- and second-class passengers - must resuscitate a physically and
c-or go and go
morally depleted environment or go down together.

7 1. The United States should lead the world in taming technology. 2. We will become a
believed
human sanctuary where SST's are neither built nor flown because we believe in the sanctity
we'll
of the human eardrum. 3. Instead of building synthetic alligators for amusement parks, we (will) save the real ones in the Everglades. 4. We will stop offshore oil drilling so
c-children [ə]
children can swim again off Santa Barbara and stop driving until we (can) see Los Angeles.

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and rapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

are as troubled as we are. 3. They know reckless leaders are on the loose in America.
they know c-the that [ritɔ́rck] [ritɔrk]
4. They know the soaring rhetoric of our verbose government officials is only so much
c-eternal eventual
thermal pollution, that the present course is only leading to an eternal human blackout.

5.Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for California who does not believe that when you have seen
when big [bi] businesses [bignɛəs] glue
one redwood you have seen them all; when big business gives up trying to turn college
c-teleprompter tell
radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his tele-
prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver
and takes him out to dinner, then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming
[sɛfɪstəs-tu] [sɛ?] [soofɪstəkri]
children. 2. For if my generation has seen through the political and technical sophistry
of the times, we still have not come to understand ourselves. 3. From the day in sixth
c-obsessed [ɨbɛs]
grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been
③ I ① I
too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I
④ expect that ② [ɛspɛsə]
suspect it will take my generation many years to recover from our education. 5. We will
by c-costing crossing
continue to be awakened by nightmares about accidental smudges costing us points on our
electrostatically graded answer sheets, of losing a gold star because we failed to finish
our milk and cookies.

14 1. I suspect our children will find us a bit stiff from all those confining years in the
c-probably [pra?] [sɛ́rəbəl]
classroom. 2.. They will probably find us too cerebral, better at thinking than feeling,

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may need our help in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

15 1. There will be conflict between us because they will not be bound by all the constraints of the mind that bind us. 2. They will know instinctively what freedom is all about, and no one will be able to take it away from them. 3. Chronological age will become less important; perhaps they will force us to even stop using age as an excuse for obstinacy. 4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear concept of time, that we become "unstuck in time" and abandon the "illusion" we have here on Earth that one moment follows another one, like beads on a string, and that once a moment is gone it is gone forever... 2. All moments, past, present, and future, always have existed, always will exist.

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many of us who began this pervasive generational rebellion will have second thoughts when we see what our children do to us. 3. But I hope that instead of meeting them with Mace, we will have the good sense to meet them with love, help them on their way and perhaps even join them. 4. For any generation could go wrong. 5. Even our own.

STOP

Generation Gap

T: What'd you think about that article?

C: I don't know, some of the long words and stuff confused me and the sentences were long, but I think I got the basic idea about it anyway.

T: Mm-hm. What do you think the basic idea was?

C: Well that um / the old generation, I mean it just they either have to join us or just step aside or something you know and that we got to make way also. We've got to be able to make way for our, for the younger generation that we're gonna create.

T: Mm-hm.

C: Mm-hm or something like that.

T: So what about the generation gap?

C: Well you know it's just / You should um try to destroy it as much as possible, you know, and like people should ask actually realize that you know, that we're not just fooling around, when they say that we want these things, that we really do want them and that pretty soon we're gonna be stepping into the government and so they just better get used to it, you know.

T: Mm-hm. Why do you suppose he titles his article the way he does?

C: Why we need a generation gap. I don't know I suppose just to make people realize that um if something does have to change, I guess, you know. Something like that.

T: Unh-huh.

C: I'm not very good at explaining stuff like that though.

T: Well this is um this is a kind of a complex article. You're doing very well.

C: Yeah, it is.

T: Um, what does he think's going to happen the next generation when / the when he has young children.

C: Well, he probably he thinks that um his kids are going to find him out, you know and that they're really going to tell him lots of stuff about himself you know the faults and everything. He thinks you know any [dʒare] any generation can become corrupt,

T: Mm-hm.

C: You know

T: Yeah

C: Including the one he's in.

T: What does he predict will be some of the things that his kids tell him? Or

C: Well, like they won't um. Well they won't like ages so much, you know. They, they think that age is no longer an excuse for um not doing things and [stʌ]

T: Mm-hm.

C: And stuff, and um, I don't know the, the I guess um that they'll use um they'll tell him about his inhibitions and try to get him to um forget about them or something.

T: Mm-hm.

C: You know, because.

T: Can you go a little further, why would they do that?

C: Well, because they want um I suppose they would want to be just as free as they possibly could, you know, and I guess they want other people to be as free or to um not make them free. I mean, not make them not free or whatever, unfree or whatever.

T: Mm-hm. What about these inhibitions? What does he think about his generation?

C: Oh, / um about this generation. Well he thinks of it they still probably have [do] they do have a lot of inhibitions, you know, and they have to be um you know ignored or whatever, you know, just not there anymore.

T: I guess.

C: I can't talk about it whenever I have to do stuff like that.

T: Oh. Oh, that's. You're doing very well. Um / What does he mean when he talks about Sputnik-obsessed teachers? What's he talking about there?

C: I didn't actually mean, I didn't actually figure out what he meant by that. That's kind of confusing.

T: Mm-hm.

C: You know? I guess uhs it might mean that they were really [NT] space program or something like that was so great. I don't know.

T: Mm-hm.

C: I can't get it exactly.

T: What does he think about the school that, schools that he went to?

C: Oh, he thinks that probably that they just made him learn what they wanted him to learn, you know, and not what he wanted to learn.

T: Mm-hm.

C: Just something probably different, entirely different.

T: Mm-hm. Mm-hm.

C: And that um they just pound in the knowledge that um they think that kids that age should learn or something.

T: Mm-hm.

C: And it was a very restricting school and all.

T: Yeah. Okay. How did he start out uh the article? Can you remember that?

C: Mm, he was talk mm shoot, I can't remember.

T: Mm well, all right, he he uh starts the article with the claim

C: Oh, that's right, he was talking he was talking to a man who thought that um the kids would just [ɹkse] finally just grow into um what he thought was adult life, you know, just accept everything they'd been protesting against. [NT] how he did it.

T: Mm-hm.

C: [NT] talking about

T: And what did he think would happen?

C: Oh, he thought that they would still retain um their independence and their their um protesting against the old standards like [NT]

T: What does he mean when he talks about cynicism?

C: Cynicism. I don't actually. I think doesn't that have to do something with cynical or something?

T: Mm-hm.

C: Um, I kind of figured out the word, but I wasn't sure what exactly what it meant. I don't know. I don't know what he meant by that.

T: Uh-huh. And did. He talks about um you read about acculturating. Do you know what that would be?

C: No, I don't know what that is [either].

T: Yeah.

C: I didn't know some of the. I didn't know some of the words, because they were pretty long and everything.

T: Yeah, they were pretty long. You're right. Um, he talks about uh phantom political issues, things like that.

C: Yeah, things that aren't really necessary. Like the ABM thing. You know. Was it Nixon wanted 15 or 10 more sites and stuff and whether it's just gonna keep on arguing about those instead of getting on stuff that's really important.

T: Mm, yeah. What does he think should be done first? What does he

C: Oh, probably to eliminate these things you know. And so they could get on to the more important things.

T: Can you remember some of the things he talked about in particular?

C: Let's see. There was one, there was something about pollution, and there was something about the ABM 37 missile sites. I think that was it. I'm not sure.

T: Mm-hm. What did he have to say about the, you you almost laughed when you read it. He said about uh Los Angeles. He mentioned Los Angeles and uh

C: I don't remember.

T: Those places.

C: I heard myself laughing at one point, but I can't remember what I was laughing at.

T: Uh-huh. Oh, how about Ralph Nader? Who was he?

C: I don't know. When he mentioned him I'd heard the name, but I didn't know who he was.

T: How about Tommy Smothers?

C: Oh. Yeah, being president of the CBS.

T: Why did he say that?

C: I don't know, because you know Tommy Smothers has been, you know, he's been censored by the, by that, by a TV program so long, you know. It's just that um it would be a complete switch around, you know. He's really cool.

T: How about Eldridge Cleaver?

C: Oh. What did he say about Eldridge Cleaver? Oh, he said somebody would take him out to lunch or something like that. I forgot who it was though. Probably a conservative or somebody. I don't know.

T: Mm-hm. All right. What does he, when he talks about uh Air Force 1 and the Titanic

C: Yeah.

T: things like that. What point was he making? Can you

C: I think he was telling us that you just can't um run away from it. You know, that you really that you just have to face along just with everybody else, you know.

T: Mm-hm.

C: This is just something you can't run away from. [NT] like that

T: Yeah. What did you think about this article in comparison to the other thing that you read? Remember you read Poison, too.

C: Yeah, I did. Well, they're just two [dɪf] completely different you know things.

T: Mm-hm, mm-hm.

C: Well, there really isn't any comparison I can make, 'cause there's no likeness

T: uh-huh.

C: at all.

T: Which kind of material would you prefer to read or would you?

C: The ones I'd probably read most would be a fiction story like Poison

T: Mm-hm.

C: something like that. Yeah but I haven't, I really I guess I should read more political articles, but I never do that, you know [like (sə)] I have this, I have this. We have this magazine and I look through it, but I didn't read this article.

T: Mm-hm. Did, what'd you think about the article?

C: Uh, I think it was pretty reasonable, I guess. I can be convinced of almost anything though, if I [lɪ] if I listen to somebody long enough. But I think it was pretty reasonable.

T: All right. Well, thanks very much, [redacted].

C: Mm-hm.

T: You did a good job.

GOODMAN STORY # 60 TAPE 16;2;20-40 GRADE 08 ID 009 SEX M ETHNICITY Black AGE 13

READING LEVEL High TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who (who impressed / who c-expressed) great faith in the future of American youth: "There's nothing wrong with them that ten years, a family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers (c-shaving [ʃeɪ̯ʔ]) shaving their beards, dropping their hems, marching across the generation gap and acculturating (in) a sea of baby food, weed killer and convertible debentures. [dɪmɛnʧɚz]

2 1. Such wishful thinking arises from the (c-preconception [ʔ] [pi ʔ]) preconception that (c-maturity [mʌ ʔ]) maturity will force the (the c-young youth) young to stop fighting for a future they want and begin to accept a future they can get. 2. It is precisely this [kʌlnəsʌm] cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and (the) courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him (a) any percentage points (of) on the latest (c-gallup polls [gɑɛ ʔ]) Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I (I c-suspect [sʌspɛ ʔ]) suspect that the gap between my generation and the generation now in power will have widened into a new national fault line rocking the entire (world) country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young (descendents) dissidents have been widely [pəɹeɪ̯ɾəd] berated for lacking an alternative to the present (c-system [sɪs ʔ]) system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, (is / ʌ) of course, will be to [ɹi-kɑɹneɪ̯t] reincarnate the political system. 4. "Planned (banned obsolete /) obsolescents" can no longer run the country. 5. We (can / can c-continue [kʌn]) can't continue [ɪn-stɪtut] institutionalizing [ɪnstɪtutʃəlaɪzeɪ̯ʃən] yesterday's (late / ʌ) leaders:

Richard M. Nixon, [kɪrkəl] circa 1940; Gen. Lewis Hershey, [karəkəl] circa 1930; J. Edgar Hoover, [karəkəl] circa 1920;

plus the extra added attraction of congressmen and generals trying to bomb their way back

to (the) Stone Age with a Vietnam [viə'-nam] war [karəkəl] circa 1890.

5 1. When (but) 200 million Americans sign (the) a Sunday New York Times ad (c-ad an) opposed to the Vietnam war, the Pentagon (the c-pentagon pin) will retreat. 2. Likewise, we must call off the debate on (of) (the) phantom

political issues that have supposedly [vaɪdəd] divided us in the past. 3. We will no longer waste

our time debating whether or not the [ɪntərəl] [kəmbʌʃən] internal combustion engine should be allowed to

[æksɪ(ləreɪt] asphyxiate us, whether we should have a useless anti-missile system to protect us from

imaginary enemies, whether our children should be conscripted to fight and die in the name

of leaders who enjoy handing out medals to widows. 4. This senseless, futile debate between

the [absəs-trɪkʃən] obstetrician and the [mɔrtəs-sɪən] mortician will end.

6. 1. For this is not the Titanic, where a lucky few can climb into (onto) lifeboats and survive.

2. This is Air Force One, where there are no parachutes. 3. All of us - President, pilot,

stewardess
stewardesses, first- and second-class passengers - must [rɪsənsɪ-sɪθeɪt] [risən] resuscitate a physical (physica|) and

morally [dɪblitəd] depleted environment or go down together.

④ c-we c-will become a
③ we'll became [ə'ə']
① we'll become a

7. 1. (The) United States should lead the world in taming technology. 2. We will become a

⑤ c-human ② [jumə'] [sæktʃuɛri] human sanctuary where SST's (SST) are neither (nearly) built nor flown because we believe in the [sænsueri] sanctity

of the human eardrum. 3. Instead of building (inside buildings) [sɪsθɛtɪk] synthetic alligators for a human (c-amusement park) amusement (park) parks, we

will save the real ones in (the) Everglades. 4. We will stop offshore oil (c-drilling drill) drilling so

children can swim again off Santa (barber) Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun draining the novocaine ②/① out of (our) politicians and technocrats, installed Ralph [nædər] Nader as the president of General Motors and Tommy Smothers as (the) head of c-CBS the ^ us CBS, we will have to start looking inward. 2. We will need to free ourselves of (the) stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow c-we [w'] we must crown as [mɪz] a Miss America who has buck teeth, cash in Las Vegas, abandon all our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were [bansiz] bonsai trees, in additionally kept in (a) [prikɔʃriəs] c-biological [baɪ'] precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except [vɛntɪteɪt] [vɛntɪgeɪt] vegetate or die. 3. Man can (no) no c-longer [lɔ?] longer allow color television to suck his intellect ^ to down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the [kɔrpɔreɪt] [kɔr, kɔrp] corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of ③ of ① of ⑤ c-psychiatric/ ④ free [saɪ] ② free free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold water shield watch, shed the [kɑɑpərə'] corporate tattoo and come out of c-mental [rɪtaɪərənt] a [mɛ'] mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will c-eventually [ɛn] eventually join with their children in the fight fighting against this the men with [gɑɑtʌrz] goiters and cerebrums who want to do us in. 2. I suspect (that), like Dr. smart Spock, many of our parents

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are as troubled as we are. 3. They know reckless leaders are on the loose in America.

[rɛrtrɪk] [vervoos]
4. They know the soaring rhetoric of our verbose government officials is only so much

thermal pollution, that the present course is only leading to a an eternal human blackout.

c-join
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5.Eventually they will join forces with their children or simply move over and let us pass.

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one redwood you have seen them all; when big business gives up trying to turn college

root speechwriters
radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his/tele-
c-cleaver
[ɛdrɪ'] [kʊ'] [ɛ']
[praptər]
prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver

and takes him out to dinner, then we will have only begun.

c-generation[grɛp]
[dʒɛnɛɪʃəngrɛɪ]
13 1. For there is another generation gap in the works, between us and our forthcoming

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better at seeing than sensing, better at listening than touching. 3. Caught c-mind [m'] mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may need our help in algebra, but I'm sure we're going to need their help in freeing us of our [ɪ̃'] inhabitations inhibitions.

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STOP

GOODMAN STORY # 60 TAPE 17;2;1-25 GRADE 08 ID 010 SEX F ETHNICITY White AGE 13.5

READING LEVEL High TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and [kaltʃarɪŋ] [ʌkəi] acculturating in a sea of baby food, weed killer and convertible [inventʃər] [debənʧ] debentures.

2 1. Such wishful thinking arises from the c-preconception [priˀ] preconception that maturity will force the young to stop fighting for a future they want and begin to accept a future they can get. 2. It is precisely this [sɪnɪsɪsəˀ] cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into a new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young dissidents have been c-widely [wəɪ] widely berated for lacking an c-alternative in [altərnˀ] alternative to the present system. 2. But the fact is that we have many goals for tomorrow. 3. The first priority, of course, will be to [rɪɪnkar-neɪt] reincarnate the political system. 4. "Planned adolescence obsolescents" can no longer run the country. 5. We can't continue [ɪn-stɪtu[ɪnəlɪzɪŋ] institutionalizing yesterday's leaders:

Richard M. Nixon, circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920; plus the extra added attraction of congressmen/and generals trying to bomb their way back to the Stone Age with a Vietnam war circa 1890. c-1890 nine

5 1. When 200 million Americans sign a Sunday New York Times/ad opposed to the Vietnam war, two c-opposed [ɹ̥ˀ] [vi̯ɛt-nam] the Pentagon will retreat. 2. Likewise, we must call off (the) debate on the phantom political issues that have supposedly divided us in the past. 3. We will no longer waste c-issues [jəˀ] our time debating whether/or not the internal combustion engine should be allowed to asphyxiate us, whether we should have a useless anti-missile system to protect us from [ʌfɪksəkeɪt] [ən, ʌsfɪksə] c-missile [mɪˀ] imaginary enemies, whether our children should/be conscripted to fight and die in the name of the leaders who enjoy handing out medals to widows. 4. This senseless/futile debate between c-futile [fuˀ] the obstetrician and the mortician will end. [ʌbs-trɪkʃən] c-mortician more

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive. to 2. This is Air Force One, where (there) are no parachutes. 3. All of us - President, pilot, where there c-are all [stuwərdʌst] stewardesses, first- and second-class passengers - must resuscitate a physically and [ri-s-sasɪteɪt] morally depleted environment or go down together. developed [ɪn-vaɪərmɛnt] c-or and

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children can swim again off Santa Barbara and stop/driving until we can see Los Angeles.

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9 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as/if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow,/change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to/find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up/the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care/needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

are as troubled as we are. 3. They know reckless leaders are on the loose in America.

4. They know the soaring rhetoric of our verbose government officials is only so much thermal pollution, and that the present course is only leading to an eternal human blackout.

5. Eventually they will join forces with their children or simply move over and let us pass.

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13 1. For there is another generation gap in the works, between us and our forthcoming children. 2. For if my generation has seen through the political and technical sophistry of the times, we still have not come to understand ourselves. 3. From the day in the sixth grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I suspect it will take my generation many years to recover from our education. 5. We will continue to be awakened by nightmares about accidental smudges costing us points on our electrostatically graded answer sheets, of losing a gold star because we failed to finish our milk and cookies.

14 1. I suspect our children will find us a bit stiff from all those confining years in the classroom. 2. They will probably find us too cerebral, better at thinking than feeling,

better at seeing than sensing, better at listening than touching. 3. Caught mid mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may [mu?] need our help in algebra [adʒə?], but I'm sure we're going to need their help in freeing us of our inhibitions.

15 1. There will be a conflict between us because/they will not be bound by/all the constraints of the mind that bind us. 2. They will know instinctively what freedom is and all about, and no one will be able to take it away from them. 3. Chronological age will become less important; perhaps they will force us to even stop using age as an excuse for obstinacy. 4. Maybe we will stop declaring birthdays for awhile and (all) lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our/linear concept of time, and that we become "unstuck in time" and abandon the/"illusion we have here on Earth that one moment follows another one, like beads on a string, and that once after a moment is gone it is gone forever... 2. All moments, past, present, and future, always have existed, and always will exist.

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STOP

Generation Gap

T: What'd you think about that article?

C: It was pretty good.

T: Pretty good. Why?

C: Um, it really told the truth because like because we don't know what's going to happen in the future. But when we're doing it we think it's right. But you don't know what your kids are gonna do.

T: Yeah, that's true. What does he think about, uh, what does he mean when he means talks about "generation gap?"

C: Well, a generation gap is um non-communication between two people and usually one quite older than the other.

T: Mm-hm. Yeah. What does he think is going to happen to the generation gap?

C: Well, for the, for the generation gap between like us and our children that that there's a possibility we can um emerge with them, and you know. Maybe they're [ra] well find out that they're right.

T: Mm-hm. What does he think about his kids? What kind of generation gap does he think is going to exist between him and his children.

C: Well his kids will think, you know, these old stuffies, like from the old school, you know. Really education-ridden and not really relaxing to see things around them.

T: Mm-hm, mm-hm. Um, why do you suppose he titled the article the way he did?

C: I don't really know. I mean. Well, it really fits in the title but I couldn't really tell you.

T: Uh-huh. It's hard to, it's hard to put all these things into words. How does he start out the article? Do you remember?

C: Well, he's talking just about um when he spoke with someone that was older.

T: Mm-hm and what happened?

C: Well, they

T: What would the older person saying?

C: Oh, well you know like. That well, that um the older person, you know, feels that they're right and that kids of the new generation have nothing really to do but then you stop to think about it, you know, we don't know what our generation's going to do. I mean, the next generation.

T: Mm-hm. Right. Mm-hm. What does he mean when talks about um cynicism? Do you know what [NT] know what cynicism is?

C: No.

T: Can you define the word? Yeah? uh. Well, we'll talk about that later. What parts of the um article did you find particularly interesting?

C: Well, it was kind of cool. He was talking about like um picking new governor for California and you know only thing [NT] seen one redwood you'd seen them all.

T: Yeah.

C: So

T: Uh-huh.

C: And Eldridge Cleaver, and things like well it was

T: What did he say about Eldridge Cleaver?

C: Well by the time the FBI takes him out to dinner or something like that.

T: What point was he making when he was talking about all that?

C: Well, they don't really get along together.

T: Yeah, right they don't, and do you know what he was uh saying when he was mentioning all those things? He mentioned a number of things.

C: Well, these things happen. I mean it's just a beginning because you have to go a lot deeper than that.

T: Yeah, very good. O.K. Who's Ralph Nader? Do you know who he is?

C: No.

T: How about Tommy Smothers?

C: Oh, yeah, he was one of the Smothers Brothers had that show on you know CBS had a good time censoring them.

T: Mm-hm. Well what did he say about him in particular? Do you remember?

C: Tommy's the um president of the network of CBS or something like that.

T: Unh-huh. Yeah. Well you got the uh when he what does he think um. Well, let's see how old do you suppose the author is?

C: Well, about maybe 20 something like that.

T: Uh-huh and what gives you that idea?

C: Oh, you know, you can just tell by the way he's talking that you know he's not somebody really old but, you know

T: Uh-huh.

C: that the basic idea of what he's saying.

T: Mm-hm. When he talks about um he talks about Air Force One, and the Titantic, and so forth, what's he saying there?

C: Well like on the Titantic just you know some people [ɛks] you know escaped but on the Air Force One, it's gotta be everybody.

T: Mm-hm.

C: And either you all go or you all live.

T: Mm-hm. And what what's he saying what point is he making when he uses that?

C: Well that um you can't have people you know just some people making it, that you have to get everybody to do it.

T: Mm-hm. Good. Good. He talks about political sophistry. What's he talking about when he's talking about political sophistry?

C: Would it be that just the political set-up? I mean I don't really know.

T: Mm-hm. What would you guess?

C: The political set-up uh you know the thing it's supposed to be.

T: Mm-hm. Alright. Um. What else do you remember about the article that you could talk about?

T: That you could

C: Well I mean you can't well I'm just the kinda person can't remember you know really minute details [NT]

T: Mm-hm.

C: On the whole but

T: Mm-hm.

C: it's just talking [laɪ] you know just the generation gap and what he thinks'll happen to our kids, and the difference between you know like us and our fathers and our kids and us.

T: Yeah. When he says that the United States should be a [lɪ] a leader in taming technology, what's he

C: Well um you know we have so much power here that they should put it to good use instead of [faɪ] you know trying to find well you know we gotta set up this missile system because somebody's gonna come and attack us in 50 years.

T: Mm-hm.

C: And you know you should do things that are relevant to today instead of planning 900 years for the future.

T: Mm-hm. And does he what does he think about the issues that we've been concentrating on so far?

C: Well, you know, it's just well [NT] everybody is [age] two that you know there's so much good stuff you can do with $5,000,000,000. and why set up a great big [mɪ] you know missiles that's gonna harm everybody.

T: Unh-huh. What does he think are some fo the he talks about phantom political issues? What does he think some of those are? You remember what he mentioned? Well you've mentioned some of them.

C: Oh.

T: Um. What do you suppose the Bonsai trees are? Remember when he talks about Bonsai trees?

C: Really I don't know.

T: Well this is I'm asking you picky questions you know so. What about age? What does he think about that?

C: Well that you know you shouldn't go around saying well you know I'm 39, so don't ask me anything because I'm too old to know. That everybody should really be involved no matter how old you are.

T: Mm-hm. Mm-hm. And what other things does he say about that? You almost laughed when you read it.

C: Oh I did.

T: Yeah.

C: Well that you know you can't go around saying well you know don't bother me I'm too young or I'm too old. That you know everybody should really be interested.

T: Mm-hm. What about birthdays?

C: Oh just forget those you know. Let them pass for awhile.

T: Uh-huh. Very good. Um when he says that we might in 1984 wake up and find ourselves in 2001, what's he saying?

C: You know that times are really going so fast that the people are going to progress before the time and they might wake up one morning and say where am I? You know has it changed that much overnight? Where am I?

T: Mm-hm. Mm-hm. How about um remember he talked about that author. At the end of the article. Kurt, Kurt Vonnegut. Or somebody.

C: Oh.

T: [vang∧t] [NT] talking about time. Do you remember anything about that?

C: Well, it's just that you know that you shouldn't stop and you know just say well leave me alone I'm too young or too old.

T: Mm-hm. OK well great. Thanks [redacted].

GOODMAN STORY # 60 TAPE 18;2;0-35 GRADE 08 ID 011 SEX F ETHNICITY White AGE 14

READING LEVEL High TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating [əkʌlʧərɪŋ] in a sea of baby food, weed [wi?] (c-weed) killer and convertible debentures.

2 1. Such wishful thinking arises (areas) from the preconception that maturity will force the young to stop fighting for a future they want and (to) begin to accept a future they can get. 2. It is precisely this cynicism [sʌkləɪzm] that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while [wə] (c-while), to some, the President seems willing to end the fighting only when [ɦɛ?] (only c-when) it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into (to) a new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young [di-say-dənts] (young) dissidents have been widely berated for lacking an alternative [?] (c-alternative) to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority [praɹɝ, praɹ] (c-priority), of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing [ɪn-stɪ-tu∫ənəlaɪz] yesterday's leaders:

Richard M. Nixon, circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920; [sər-kə]

plus the extra added attraction of congressmen and generals trying to bomb their way back to the Stone Age with a Vietnam war circa 1890.

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war, the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom political issues that have supposedly divided us in the past. 3. We will no longer waste our time debating whether or not the internal combustion engine should be allowed to [æsfiksæt]
asphyxiate us, whether we should have a useless anti-missile system to protect us from imaginary enemies, whether our children should be [kən-s-skríptəd]
conscripted to fight and die in the name of leaders who enjoy handing out medals to widows. 4. This senseless, [pju-təl]
futile debate between the [ɔbs-s-s-triʃən]
obstetrician and the mortician will end.

6. 1. For this is not the Titanic, where a lucky few
lucky few can climb into lifeboats and survive. 2. This is Air Force One, where there are
is no parachutes. 3. All of us - President, pilot, stewardesses, first- and second-class passengers - must [ris-s-səs-tait]
/resuscitate a physically and c-morally [diplæʃəd]
morally depleted environment or go down together.

7. 1. The United States should lead the world in taming technology. 2. We will become a [sə́-təli]
[s-s-s]
human sanctuary where SST's are neither built nor flown because we believe in the sanctity of the human eardrum. 3. Instead of building synthetic alligators for amusement parks, we will save the real ones in the Everglades. 4. We will stop offshore oil drilling so children can swim again off Santa Barbara and stop driving until we can see Los Angeles.

c-politicians [pɔlíʃɪk] ② technocrats ① technocrats

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, ① installed ② installed installed Ralph Nader as (the) president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and [vɛɪpəd] c-status [s] vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, and abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be (an) excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were [bansei] bonsai trees, c-intentionally [intens] intentionally kept in a precarious [bɔlaɪɔdʒɪkəl] biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find (fight) his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the [kɔrpəreɪt] corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

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are as troubled as we are. 3. They know reckless leaders are on the loose in America.

4. They know the soaring/[retroɔɔk] rhetoric of our verbose government officials is only so much

thermal pollution, that the [prez] present course is only leading to an internal eternal human blackout.

5.Eventually they will join forces with their children or simply move over and let us past pass.

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one redwood you have seen them all; when [bIgnz] big business gives up trying to turn college

[fɔ̃ɔ̃] fires radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his tele-

prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver

and takes him out to dinner, then we will have only begun.

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children. 2. For if my generation has seen through the political and technical [sɔfɪ́stri] sophistry

of the times, we still have not come to understand ourselves. 3. From the day in sixth

grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been

too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I

suspect it will take my generation many years to recover from our education. 5. We will

continue to be awakened by nightmares about accidental smudges costing us points on our

[ɛlɛk-troɑ-stǽ[ɪkli] electrostatically graded answer sheets, of losing a gold star because we failed to finish

our milk and cookies.

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classroom. 2.. They will probably find us too cerebral better at thinking than feeling,

better at seeing than sensing, better at [lɔ́sɛŋnɪŋ] listening than touching. 3. Caught c-mind mid mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may need our help in algebra, but I'm sure we're going to need their help in freeing us of our [ɪn-haeb-bí∫ənz] [ɪn] inhibitions.

15 1. There will be conflict between us because they will not be bound by all the constraints of the mind that bind us. 2. They will know instinctively c-what freedom is c-all that freedom is [ɔ?] what freedom is all about, and no one will be able to take it away from them. 3. Chronological age will become less chronicle important; perhaps they will force us to even stop using age as an excuse for [ɔ́bstənsɪ] [ɔbs] obstinacy. 4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand c-with [ð] with Kurt [vən-gʌt] Vonnegut that we forget our [lənɪər] [l] linear concept of time, that we become c-unstuck [ʌnS] "unstuck in time" and abandon the "illusion we have here on Earth that one moment follows another (one) like beads on a string, and that once a moment is gone it is gone forever... 2. All moments, past, present, and future, always have existed, always will exist.

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STOP

GMN ID 011 Grade 08 Tape 18;2;35-40 Story #60

T: Very good. Did you enjoy that article?

Ch: Yes.

T: What did you think it was about?

Ch: How, it was, about, I think it was by someone young who was talking about the older generation, and what they'd like their generation to be like.

T: Mm-hm. Go on.

Ch: And how they would improve certain things and, I don't know.

T: Mm-hm. How old do you think this person might have been?

Ch: About 16 or 17.

T: Mm-hm. Um what do you think he meant by raising the idea of the Titanic?

Ch: Well, in the Titanic, there was so many people that were killed and only a few lucky ones got to go on the lifeboats, and if we don't learn to live together then everybody's gonna go down.

T: What did he think was, is wrong with our political system?

Ch: Mm. I don't know.

T: What did he think about age?

Ch: Well, he thought that age didn't really make any difference and that people are acting older than they really are.

T: Mm-hm. What did he think about time?

Ch: Well, he said that most people think that time and, is one minute right after the other, that he believed time was always there, you know, it was was always past, present and future.

T: Mm-hm. Did you enjoy this article?

Ch: Yeah, I think it was pretty good.

T: Do you think other children in your class would enjoy it?

Ch: Probably.

T: Is this the kind of thing you think ought to be available in the library?

Ch: Yes.

GOODMAN STORY # 60 TAPE 19:2:5-30 GRADE 08 ID 012 SEX F ETHNICITY white AGE 13

READING LEVEL High TRANSCRIBED BY ____ DATE ____

START

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are as troubled as we are. 3. They know reckless leaders are on the loose in America. 4. They know the soaring rhetoric of our verbose government officials is only so much thermal pollution, that the present course is only leading to an eternal [eks] c-external human blackout. 5.Eventually they will join forces with their children or simply move over and let us pass.

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15 1. There will be a conflict between us because they will not be bound by all the constraints [konstreints] of the mind that bind us. 2. They will know instinctively what freedom is all about, and no one will be able to take it away from the them. 3. Chronological age will become less important; perhaps they will force us to even stop using an age as an excuse for obstinacy. [obstinisi] 4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget [fɔrgɛt] our linear concept of that we c-forget time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that one moment follows another one, like beads on a string, and that once a moment is gone it is its gone forever... 2. All moments, past, present, and future, always have existed and always will exist.

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many of us who began this pervasive generational rebellion will have second thoughts when we see c-generational generation what our children do to us. 3. But I hope that instead of meeting them with Mace, we will with them have the good sense to meet them with love, help them on their way and perhaps even join meet them with them. 4. For any generation could go wrong. 5. Even our own.

STOP

Generation Gap

T: What did you think about that article?

Ch: Well, except for the long words it was good.

T: Why did you like it?

Ch: Well, I guess because he wasn't really putting down the younger generation, because when I read most articles, no matter what you know, like guys over thirty or something I don't consider them old but they consider the young generation just because they divide the defy rather society's laws that they're bad you know.

T: Mm-hm.

Ch: Bad, shame on you.

T: Mm-hm.

Ch: No-no. That's a no-no, and I don't know that just bugs me. It's a real turn-off.

T: Mm-hm.

Ch: I just can't...

T: How old do you think this author is?

Ch: I don't know but I know he's over 30, because he speaks like a man with intelligence, but not sarcasm.

T: Oh, yeah? Were there any clues in the story about his age that you can think of?

Ch: Well, he said something back there (NT) uh 1984 that he's going to be 33 or something like that.

T: Uh-huh, uh-huh, yeah, OK. Um, what does he start off talking about?

Ch: Um.

T: What's his first point?

Ch: He's, he starts talking about I think most of all the younger generation.

T: Mm-hm.

Ch: Present younger generation. The young generation with the beards and the love beads and the things like that. And he doesn't put them down. He just tells basic facts about them.

T: Uh-huh. What does he think about their relationship to uh the present older generation?

Ch: Well.

T: What does he, go ahead.

Ch: Further in the article, um, I don't know where exactly but he says stuff like uh we might be able to help them you know with like basic things that we learned. They're going to help us learn emotional things like uh love and tranqulity and things like

T: Mm-hm.

Ch: that that we didn't learn in the classrooms (etc.)

T: Yeah. Is he saying that about what the older generation is doing for him?

Ch: No, what the younger generation is going to do for him when he has you know kids.

T: Oh, I see. Uh-huh.

Ch: At least that's what I think.

T: Yeah. Uh-huh. All right. Um, what else does he talk about in there that was particularly interesting?

Ch: Well, well, in one of the paragraphs where he started saying you know things about Governor of California who doesn't think one redwood is, once you seen one redwood you've seen them all.

T: Mm-hm.

Ch: or an FBI director that catches Eldrige Cleaver and takes him to dinner, you know,

T: Yeah, you're grinning about that one,

Ch: Yeah. But what I really liked was about Spiro Agnew firing his speech writer.

T: Yeah.

Ch: That cracks me up. But,

T: What was the point of mentioning these things? What point was he making?

Ch: Well, I guess because they're all faults in our society. And if the faults could be corrected it'd be a better world.

T: Mm-hm. Mm-hm. Um what does he mean when he says, um, well, all right, uh. He talks about um SSTs. Know what SSTs are?

Ch: Afraid not.

T: Hm. OK. I'll tell you later.

Ch: OK.

T: All right, um, what about, uh, he mentions Air Force One. Do you remember how he mentioned that?

Ch: I remember how he mentioned it, but it just doesn't fit in.

T: Well, how did he mention it?

Ch: He was talking about you know present things that We're like, uh, you know. We're not on the Titanic where we can get off and save ourselves. We're all just one great big ship and they're (pecr) you know airplanes. There's no parachutes. And we can't jump or anything. We're all stuck in this thing together.

T: Mm-hm. Can you make a a guess to what he was taking about when he was saying that?

Ch: Well

T: What point was he making there?

Ch: The only thing I guess he meant is we all gotta live together, you know, and there's no way you can get out of it, except if you kill yourself.

T: Mm-hm.

Ch: That's the only way.

T: Yeah. Mm. Very good. He said some other things too. Uh, lots of other things. Can you think of some more?

Ch: What do you mean?

T: Maybe points that he made about the generation gap. Does he think, what does he think it?

Ch: Well, like, uh. At the end of the article one thing I really remember is he said

you know lots of people think that after something has happened forget it. Just absolutely forget it. Like it's not going to recur any other time. So just forget it.

T: Mm-hm.

Ch: But in the article mm, uh, at least he impressed me about saying one thing. That it's not like one moment is a bead on a string, you know, and it's just gonna be followed by another bead or another moment.

T: Mm-hm.

Ch: That it might recur but not in exactly the same way so don't forget it.

T: Mm-hm. Mm-hm.

Ch: And that really impressed something on me.

T: Yeah. Um. What does he mean when he said, um, in 1984 we might wake up and find ourselves in 2001? What do you suppose he was talking about?

Ch: Well. I guess was, when he was a little bit before before that about uh. Forget about age. Forget about time just deal with what's happening now, and don't worry about such trifles you know as age and day after day.

T: Mm-hm. Mm-hm.

Ch: And that's what I guess he meant.

T: What's he thinks gonna happen when he has kids?

Ch: Well, that, um, he might have to help them with you know the basics like, um, oh algebra and arithmetic, English and things that he took in a classroom, but they wouldn't help him with, uh, loving and emotional things.

T: Mm-hm. Why would they need to help him with that?

Ch: Because he'd be like um taught only from a classroom and he'd learn only in a classroom what would be.

T: Who's he?

Ch: (NT) into a book.

T: Who's he?

Ch: The author I guess.

T: Yeah. OK.

Ch: When he, you know, Roger, or whatever his name is.

T: Mm-hm. Mm-hm.

Ch: When everything would be pressed into a book or a magazine or something and he'd have to read it, he memorized it just to pass his grade and you know get on.

T: Mm-hm.

Ch: But he wouldn't learn anything from it, or he wouldn't learn any social things, you know, between people.

T: Oh, yeah?

Ch: At least that's what I think.

T: Mm-hm. Mm-hm. And so then can you carry that a little further?

Ch: Well like, um, the younger generation, at least I think, this younger generation isn't that concerned with social graces and things you know like, uh, men with the fancy ties and the

GOODMAN STORY #59 TAPE 20.1.0-60 GRADE 08 ID 013 SEX M ETHNICITY Black AGE 13

READING LEVEL Average TRANSCRIBED BY ____ DATE ____

START

1 1. The rays of the setting sun lingered over the high Arizona desert, touching the rocky tip of Badger Mountain and tinting the bold face of Antelope Rim. 2. The shallow basin of Salt Creek Wash became a gathering pool of darkness where a band of eight hundred sheep with their lambs were bedding down for (the) night on a small patch of meadow. 3. Two burros, their long grey ears sagging in drowsiness, stood stolidly in the midst of the sheep. 4. The frantic bleating became less frequent as two sheep dogs gently urged the band into a more compact mass and each [of] ewe found her lamb.

2. 1. It was fully dark when the alert ears of the larger dog caught the sound of a sharp whistle from the small camp a hundred yards up the wash. 2. The dog turned to go, but not until a last look over the band assured her that all was well and that her mate was patrolling the far side. 3. It had been a long day for the dogs, and Peggy limped heavily as she approached the camp. 4. She went directly to the saddlebag home of her five puppies, born two weeks before while the hard drive had been under way. 5. She [nɔɪzd] [nə˞] nosed the tight huddle c-sleeping [s] sleeping on the canvas flap and lay down. 6. Immediately (the) five black-button noses (were) [grapɪŋ] [gʊp] groping eagerly. 7. Her eyes became soft with pride and affection, but she didn't relax, always being aware of her responsibility toward the band. 8. Peggy was a descendant of a long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular breed, but her fine head and alert eyes hinted of collies that worked the sheep on the [Krampian] Grampian Hills of Scotland.

3 1. (The) pups were sleeping, and she/gave her attentions attention to/her left forepaw from which two toes were missing. 2. A coyote trap had caught her/foot three years before, when she was little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled the contents of a saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you tonight." 6. He tossed her two cold biscuits, left from the morning meal. 7. He sat down on a an upturned pack-saddle and coughed excessively. 8. Peggy [gʌbəld] gulped the biscuits and looked to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed at the cool air/of the late spring drifting down the wash, before lowering her head to drink the cold water of (the) small stream. 2. Through the still night the yelping wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze looking c-intently [ɪn] intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was only one c-coyote [K] coyote she heard. 5. She turned questioning eyes to the coughing herder and then to the sheep and (the) shadowy figure of Chip moving above about the band. 6. (The) dog's uneasiness, growing for the past two days, now became more c-acute [æ˄] acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to work more than usual? 10. Why were there no coyote fires at night?

c-wail [wa²]

5 1. A high, thin wail came from the north this time, alerting both herder and dog. 2. He lifted his head wearily and talked to the his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been a bad year for rabbits, and the coyotes are hungry." 6. He picked up a small hatchet and started toward the rimrock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under rocky ledges and along the small trails in the sage. 9. The building of coyote fires c-wes [w] was not new to her, although she was puzzled by the frequent stops when the herder rested after coughing spells. 10. Each evening they made a wide circuit of the bedding grounds and built fires on high points where* they could be seen for miles around. 11. On nights when the fires were burning, she often heard coyotes singing a protest from distant ridges, while the sheep rested safely.

6 1. The herder lighted some brush against a dead juniper tree on top of the [rim-rak] rimrock, not bothering to stack limbs limps against the trunk. 2. Peggy felt the difference in procedure; still she moved toward the place where the next fire might be built. 3. A short whistle halted her. 4. The herder was heading for camp. 5. "Come, Peggy. 6. Let's go. 7. One fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest is up to you and Chip." 10. She tucked her nose into his c-hand a [hɛ²] hand, and he patted the side of her head and gently pulled her ear; then he grabbed a handful of fur about her neck. 11. He shuffled slowly down the hill. 12. "Good dog. 13. You've got lots of work to do, for I am no longer of any use."

7 1. She had never heard this tone and she gave him a questioning look. 2. "We're two days out from the corrals (coral) and a day late on the drive. 3. I sure hope the boss rides out to meet us." 4. The words "corrals" (coral) and "boss" meant things to Peggy, and she whined (c-whined [wɑɛŋ]) in recognition. 5. As they approached the bedded sheep, the moon rose, its cold light transforming the desert into a maze of line and shadow. 6. Chip/splashed through the shallow stream to meet them. 7. The herder/patted Chip and gave an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and he (had) expected food, but he sat facing the sheep. 11. The herder made a slight (c-slight slightly) movement with his hand, and Peggy knew she (c-she [ʃ]) was to follow him.

8 1. The slanting rays of moonlight/probed ([prɑb]) the shallow wash. 2. As they approached the tent, the thin wail of coyotes reached her ears (eyes) from upstream, far to the north. 3. Harder and dog stopped to listen as the chorus rapidly rose and fell. 4. "Well, Peggy, sounds like about three of them have spotted our fire. 5. Guess they didn't have luck hunting alone." 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined forces and that/hunger was driving them to the sheep. 8. Peggy lay down with her puppies; the herder stumbled into his tent..... 9. It was less than an (a) hour before dawn. 10. The moon had set. 11. All was quiet./ 12. As (and) Peggy lay watching, the shadowy form of Chip appeared between the grey blur of the (blue)/sheep and the knolls ([nɑlz]) to the east. 13. His actions gave no hint of alarm. 14. Then her eyes caught a movement in the sage near (c-near never) the top of the knoll ([nɑl]), and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze to cause movement in the brush.

9 1. Her muscles tensed. 2. As she started forward, Chip wheeled to face the knoll. 3. A coyote emerged from the edge of the sage, not fifty feet away, walking with its head down toward the dog. 4. Chip held his stance between the sheep and the danger. 5. The coyote's walk was not that of a rapid animal, nor was it the creeping approach it used in attacking the sheep. 6. It moved steadily forward. 7. As/Chip leaped toward the coyote, it whirled and ran lightly up the slope, staying tantalizingly ahead and leading Chip toward the brow of the knoll. 8. Peggy's desert training had taught her/the answer to the maneuver. 9. She raced toward the spot where the coyote and Chip had disappeared from sight. 10. She was too late. 11. The coyotes had laid a successful ambush for Chip who was fighting for his life. 12. Peggy plunged over the brow of the knoll into the tangle of slashing coyotes and whirling dog.

10 1. The impact of her charge split up the fighting animals and sent one coyote spinning to the ground. 2. The nimble beast leaped away from her flashing teeth and was gone. 3. The others followed after. 4. Peggy stood over her mate, awaiting an attack that didn't come. 5. Finally, Chip dragged himself to his feet. 6. He had a vicious tear at his throat, the tendon above one hind leg was severed, and his life spark was flickering. 7. Limping slowly on three legs, he sought/sanctuary in the herder's camp. 8. Peggy raced to the sheep. 9. The band that had been huddled about the stoic burros was a mass of bleating movement. 10. The alarm of (the) ewes, frantic for their lambs, was contagious. 11. The band overflowed the bedding ground and started up the hillsides.

11 1. Peggy needed all her skill as she fought to control her charges, turning group after group back toward the center. 2. She concentrated on the leaders, knowing that the others would follow. 3. Barking occasionally to reassure them in their fright, she circled the band again and again as she had not been trained. 4. At last a [maɪl?] it was milling, going nowhere. 5. When it became quiet, she was spent and trembling. 6. The peaceful glade was filling with warmth from the sun as the sheep moved to the creek for water, then spread slowly toward the hillside to search [sʌs] beneath the sage [sædʒ] for succulent bunch grass. 7. Peggy looked again and again toward the camp. 8. The herder should be here to start them on the trail as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in one place. 10. A few lambs were already running astray, and she turned them back to the band before she set out for the camp.

12 1. At the sight of her, the puppies stopped their feuding and waddled hopefully toward her; but she turned to the open tent, hesitating under the flap before she walked in, and sniffed at the silent form. 2. Urgently she [ʃ] pawed the ground and whimpered, but there was no response. 3. For a moment she stood by the bed then bounded from the tent so fast that the puppies scurried [skɜr] into the saddlebag. 4. She looked toward the sheep down the canyon [kæn] before thrusting her head into the bag with the hungry puppies. 5. She turned once more to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She trotted to him, sniffing at his still head, whining close to his ear, pawing his shoulder. 7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

went through the camp. 10. She barely turned her head in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that the safety of the band depended on her.

13 1. The band was/fanning out across the hillside in search of grass. 2. Peggy drove a/few stragglers back into/the fold, then worked up the hill, turning the flock so that all/would feed in the same direction. 3. She patrolled the upper edge watching carefully/that none should pass through the breaks/in the rimrock to the plateau above, where they would become easy prey to the coyotes. 4. In the past, Peggy had known the herder's rifle to speak/out sharply against a bold coyote. 5. Today there was no herder. 6. She did not leave the band or relax her vigilance. 7. The sun was high when she turned the sheep down from the hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows filled/the valley by the time she urged them to the bedding ground. 9. As she passed the camp, she saw her forlorn puppies huddled at the saddlebag, and the urge to go to them was strong. 10. Turning away, she ran ahead of the sheep to hold them at the bedding ground.

or c-relax [ri?] and

14 1. It was well after dark when they were quiet and she could return to camp. 2. Her tail dropped in weariness and her head bobbed at each step, for the/shale of (the) hillside had cut deep into the pads of her feet. 3. She stopped beside the saddlebag, and (the) puppies scrambled over her, searching for milk she didn't have. 4. She went to a saddlebag containing pots/and pans and pawed it open, spilling the contents onto the ground. 5. She found the pan from/which she had been fed many times and licked it carefully. 6. Then

she discovered a bit of grease clinging to the frying pan. 7. The meager taste of food only made her hunger worse, and she tore frantically (frankly) through the other bags. 8. There was nothing more to eat. 9. Her sense of routine told her it was time to build the (a) coyote fires, but the tent was silent when (and) she stopped at the open flap. 10. If there were no fires tonight, she must return to the band. 11. She made a circle about the sheep, limping (c-limping lip) at each step, then started a much wider circle, stopping on the knoll ([nal] [noə?]) to look across the open desert and test the air for danger. 12. Far to the south, a coyote call was answered by another far to the east. 13. Peggy looked to the south, then to the east, and began her slow circle.

15 1. Below her, she heard the bleat of a lamb that had wandered away from its mother, and she raced to it, brushing it roughly, knocking it down. 2. The helpless animal at her feet brought her hunger to mind, and she held it down with her paw, reaching savagely (c-savagely [s]) for its throat. 3. The strong sheep odor sweeping through her nostrils stopped her. 4. She had eaten mutton many times from the hand of the herder, but she had never killed a sheep. 5. She raised her paw, letting the lamb get to its feet, and drove it gently back into the (to) band. 6. Long hours passed without incident while Peggy guarded the sleeping flock ([ʃipŋ] sheep). 7. As she plodded back to camp, she sniffed (sniff) at the hard-packed meadow for field mice. 8. Finally giving up in weariness, she lay down with her pups. 9. In an hour or two the moon would pass below the jagged peaks to the west. 10. Peggy tried to sleep, but it was no use. 11. Her hunger was so acute she could no longer (she could not c-no c-longer) lie still, and she got up to make

another search for the food before going back to the sheep.

16 1. The band was quiet as Peggy slowly approached. 2. She quickened her pace when she saw that one burro was awake and standing, its head held high, its long ears to the east. 3. She sniffed the edge of the sage toward which the burro's ears were pointed. 4. She smelled nothing but the sheep. 5. While she was working carefully around the band, a great owl sailed down the canyon on silent wings, skimming a few feet above the sheep. 6. She moved upstream a few yards when suddenly the second burro stirred. 7. Peggy turned to look. 8. The band was quiet; only the ears of the burros justified her alarm. 9. Alert to the danger of ambush, she moved into the sage, taking each step noiselessly. 10. The coyote scent eluded her now, and she stopped on the top of a small rise, testing the air, listening to the stillness. 11. Then, from the base of the next knoll, came the startled bleat of a sheep, followed by a second bleat that rang with fear, and a third filled with pain before it was choked to silence. 12. Peggy plunged through the sage.

17 1. In a depression about twenty feet wide, shaped like an amphitheater, a defenseless ewe had been brought down. 2. A slashed tendon and torn throat were visible. 3. Two coyotes stood tensely over their kill. 4. At the sound of the agony in the ewe's last bleat, all caution left Peggy. 5. There was no time for a deceptive approach or planned attack. 6. The final leap of her headlong charge carried her from the rim of the hollow into the midst of the surprised coyotes. 7. They acted instantly to avoid the dog's long white teeth. 8. Their movements hindered each other, and Peggy's heavy shoulder struck one

coyote on the hindquarter, sending it off its feet. 9. Her momentum carried her to the back of the hollow. 10. Stumbling on the steep slope, she turned at bay. 11. The coyotes nimbly leaped to opposite sides of the hollow, stopping to turn back at the rim. 12. They had tasted blood and were not to be cheated of their prize by the weakened sheep dog, who stood silently by the dead ewe. 13. The two had hunted as a team and were masters of feinting, dodging, slashing, and killing. 14. From opposite sides of the basin they snarled down on Peggy with teeth bared, ears flat, the hair on their backs raised, and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog. 2. She turned to meet the threat, only to have her left shoulder torn by the needle-sharp fangs of the second coyote. 3. The first animal had merely feinted, then leaped out of the way. 4. Their method of fighting was not to come to grips with an adversary but to worry and torment it until a hamstring could be cut and their prey was helpless; then to the kill. 5. Both coyotes regained their vantage points at each side of the hollow, and this time the thrust came from the left. 6. As Peggy turned to face it, her right flank was ripped. 7. The first coyote followed through this time, and for a moment, both coyotes and Peggy were a snarling whirl of fury. 8. One of her ears was in shreds, and bunches of fur were torn from her neck before the coyotes danced away.

19 1. Peggy felt the weariness in her bones and the sluggishness in her muscles as she edged farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

urge for escape surged through her, but when her hind legs backed against the dead ewe, the
desire for flight left her. 3. The sheep must be protected. 4. She felt almost over-
whelmed as she faced the coyotes. 5. She stood on her hind feet and fought fang to fang
with one of them who tore chunks of fur and hide from her neck, while the other slashed a
hind foot. 6. Then both leaped out of range. 7. Regaining her position with her back to
the ewe, Peggy knew that her quivering muscles would not respond much longer. 8. Then she
remembered her advantage when she had surprised the coyotes, and she gathered herself for a
final effort. 9. She looked up at the snarling coyotes on either side, watching as they
settled themselves for their next assault.

20 1. The darting attack came as before. 2. This time Peggy leaped forward instead of turning
to meet one of her enemies. 3. In mid-air she crashed into the coyote on her right.
4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote
rolled over and over. 6. Before it could get up, Peggy drove her fangs into the back of
its neck with all the fury of her pain and fear. 7. Her teeth sank deep until they were
stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground.
9. There was a twisting yank, and something snapped. 10. The other coyote turned back
to the fray as Peggy loosed her grip on the animal at her feet and slowly raised her head,
teeth bared and ears flattened. 11. She took one slow step forward and saw the coyote
hesitate; then another step as it spread its back feet to spring; a third step, and the
coyote turned its head sharply from side to side. 12. Looking past her, it changed the

c-position [pəz]

position of its front feet. 13. Peggy's numbed brain told her to move forward. 14. She could not/know that the coyote had just sensed the loss of its mate and felt fear for the first time. 15. She was relieved when it jumped sideways and disappeared as she took her fourth step. 16. For a moment, she dully watched where the coyote had been, her teeth still bared in a silent snarl. 17. Slowly her fear left, and weakness took its place. 18. She sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash before Peggy was able to struggle to her feet. 2. Her painful steps took her through the sage and across/the bedding ground. 3. It seemed to be an endless distance to the camp. 4. Again and again she paused, and it seemed/she would just collapse. 5. The sounds of the sheep/beat upon her, but she could not go to them yet. 6. Though her eyes were open, she failed to see that two men had ridden down the canyon to the camp and were dismounting from their horses. 7. "You were/right about the camp, boss," said the younger man. 8. "When we saw it from up on the ridge, you said there was something wrong. 9. I can see a few sheep and hear more farther down the canyon. 10. They must be scattering."

22 1. The boss/took in the camp at a glance, missing nothing. 2. He stepped into the tent, only to return in a moment to say, "It's worse than you think, Jake. 3. The herder is dead. 4. Been dead some time." 5. He walked to the body of Chip, and as Jake approached, the ② boss said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed as far as they could into the saddlebag, when Jake stepped to his horse and drew a rifle

from the [skæpbɔrd] scabbard. 7. "Hey, boss," he called softly, "what do [j] you make of this coming along the [ɛd] edge of the sage? 8. Whatever it is, it's got the blind staggers." 9. He raised his rifle. 10. The quick eyes of the boss found what Jake saw, and he shouted, "Don't shoot! That's Peggy." 11. Both men stood still as the big dog went past, without noticing them, to lie down heavily near her pups. 12. "WHAT A HECK OF A TIME SHE'S HAD. 13. GET SOME GRUB - LOTS OF IT," THE BOSS SAID SOFTLY.

STOP.

5,10 <the child skipped ahead reading until the teacher indicated that the child had missed a passage>

11,6 <the child skipped ahead until the teacher indicated the proper section>

T: Now what happened in that story?

Ch: Well, it was about a man and a dog and it was, the dog was supposedly protecting the sheep and the coyotes were hungry and they kept trying to come and kill the sheep. And she had try to fight the coyotes off and keep them from taking the uh sheep's puppies and her puppies. And at the end uh she had a big fight with the coyotes, and when she uh killed one of the coyotes, the other one turned away she was badly wounded. And on her way back, uh, the uh man that was the head of the camp had died. She was so tired that she just lay down not noticing nothing.

T: Mm-hm. Who was in the story?

Ch: Uh, Jake. The dog's name was uh Peggy and another dog was uh, can't think of the other dog's name. (NT)

T: OK. Were there any exciting parts in the story?

Ch: When she was fighting the coyotes.

T: Mm-hm. Were there any sad parts?

Ch: When uh the man died at the end.

T: Uh-huh.

Ch: When she got all beat up and stuff.

T: Did anyone else die in the story?

Ch: Uh, the, her mate, that was the other dog, died.

T: Did anything happy happen in the story?

Ch: No, not really.

T: Mm-hm. Anything humorous? or funny?

Ch: No.

T: Did you like that story?

Ch: Yes.

T: What did you like about it most?

Ch: When she was fighting the coyotes.

T: Mm-hm. Kind of exciting. Well thank you very much, you did a fine job.

GOODMAN STORY #59 TAPE 20;1;60-70 20;2;0-60 GRADE 08 ID 014 SEX F ETHNICITY Black AGE 13

READING LEVEL Average TRANSCRIBED BY _____ DATE _____

START of the c-setting

1 1. The rays of (the) [s] setting sun lingered over the high Arizona desert, touching the rocky tip of the Badger Mountain and tinting the bold face of the Antelope Rim. 2. The shadow shallow basin of Salt Creek Wash c-became came became a gathering pool of darkness where a band of eight hundred sheep with their lambs were bedding down for the night on a (small) patch of the meadow. 3. Two burros, their long grey ears [s-stægɹŋ] sagging in drowsiness, stood solidly stolidly in the midst of the sheep. 4. The frantic/bleating/ c-became came became less c-frequent [frikəwi˜ʔ] frequent as two sheep dogs gently urged the band into a more compact mass with and each ewe N.T. c-found c-her lamb [ʊ] around the lamb [ʔəʔ] found her lamb.

2 1. It was fully dark when the alert ears of the larger dog caught the sound of a sharp whistle from the small camp a hundred yards up the wash. 2. The dog turned to go, but not until a last look over the band c-assured [ɛz] assured her/that all was well and that her mate was patrolling the far side. 3. It had been a long day for the dogs, and Peggy limped heavily as she approached the camp. 4. She went directly to the saddlebag/ c-she c-went c-directly when she [dorɛʔ] c-home [hə] home of her five puppies, born two weeks before while the hard drive/had been under way. 5. She nosed the tight huddle c-sleeping sleep sleeping on the c-canvas [kæm] canvas c-flap lap flap and lay down. 6. Immediately the five black-button noses were/ C-groping [groə] groping eagerly. 7. Her eyes became soft with pride and affection, but she didn't relax, always being aware (of) her responsibility toward the band. 8. Peggy was/a descendant of a long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular breed, but her fine head and alert eyes hinted/of collies/ c-that [hɛʔ] that worked/the sheep on the Grampian Hills of Scotland.

3 1. The pups were sleeping, and she gave her attention to her left forepaw/from/which two toes were missing. 2. A coyote trap had caught her/foot three years before, when she was a little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled/the contents of the saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is/all I've got for you tonight." 6. He tossed her/two cold biscuits, left from the morning meal. 7. He sat down on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and looked/to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed the cool air of the late spring/drifting down the wash, before lowering her head to drink the cold water/of the small stream. 2. Through the still night the yelping wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze looking intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was/only one coyote she heard. 5. She turned questioning eyes to the coughing herder and then/to the sheep and the shadowy figure of Chip moving about the band. 6. The dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have/to work more than usual? 10. Why were there no coyote fires at night?

5 1. A high, thin wail came from the north this time, alerting both herder and dog. 2. He lifted his head wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been a bad year for rabbits, and the coyotes are hungry." 6. He picked up a small hatchet and started toward the rimrock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under rocky ledges and along the small trails in the sage. 9. The building of coyote fires was not new to her, although she was puzzled by the frequent stops when the herder rested after coughing spells. 10. Each evening they made a wide circuit of the bedding grounds and built fires on high points where they could be seen for miles around. 11. On nights when the fires were burning, she often heard coyotes singing a protest from distant ridges, while the sheep rested safely.

6 1. The herder lighted some brush against a dead juniper tree on top of the rimrock, not bothering to stack limbs against the trunk. 2. Peggy felt the difference in procedure; still she moved toward the place where the next fire might be built. 3. A short whistle halted her. 4. The herder was heading for camp. 5. "Come, Peggy. 6. Let's go. 7. One fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest is up to you and Chip." 10. She tucked her nose into his hand, and he patted the side of her head and gently pulled her ear; then he grabbed a handful of fur about her neck. 11. He shuffled slowly down the hill. 12. "Good dog. 13. You've got lots of work to do, for I am no longer of any use."

7 1. She had never heard this tone and she gave him a questioning look. 2. "We're two days out from the corrals and a day late on the drive. 3. I sure hope the boss rides out to meet us." 4. The words "corrals" and "boss" meant things to Peggy, and she whined in recognition. 5. As they approached the bedded sheep, the moon rose, its cold light transforming the desert into a maze of line and shadow. 6. Chip splashed through the shallow stream to meet them. 7. The herder patted Chip and gave an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and he expected food, but he sat facing the sheep. 11. The herder made a slight movement with his hand, and Peggy knew she was to follow him.

8 1. The slanting rays of moonlight probed the shallow wash. 2. As they approached the tent the thin wail of coyotes reached her ears from upstream, far to the north. 3. Herder and dog stopped to listen as the chorus rapidly rose and fell. 4. "Well, Peggy, sounds like about three of them have spotted our fire. 5. Guess they didn't have luck hunting alone." 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined forces and that hunger was driving them to the sheep. 8. Peggy lay down with her puppies; the herder stumbled into his tent..... 9. It was less than an hour before dawn. 10. The moon had set. 11. All was quiet. 12. As Peggy lay watching the shadowy form of Chip appeared between the grey blur of the sheep and the knolls to the east. 13. His actions gave no hint of alarm. 14. Then her eyes caught a movement in the sage near the top of the knoll, and she looked quickly to Chip whose slow pace was unchanged. 15. There was

no breeze to cause the movement in the brush.

9 1. Her muscles tensed Ø 2. As she started forward ⊙ Chip wheeled to face the [nal] knoll. 3. the coyote/emerge emerged from the edge of the/stage [s] sage, not fifty feet away, walking with his its head down toward the dog. 4. Chip held his stance between the sheep and the danger. 5. The coyote's walk/was/not that of a [rɛɪpɪd] rabid animal, nor was it the of a creeping approach it used in attacking the sheep. 6. It moved steadily forward. 7. As Chip leaped toward the coyote, it whirled and ran lightly c-lightly light up the slope, staying tantalizingly ahead and leading/c-Chip [s] Chip toward the brow of the [nal] knoll. 8. Peggy's desert/training had taught her the answer to of the maneuver. 9. She raced toward the c-spot [ɑ] spot where the coyote and Chip had disappeared from sight. 10. She was too late. 11. The coyotes had laid a [sʌsɛs-fʊl] [ɛm-bʊ[] successful ambush for Chip who was fighting for his life. 12. Peggy plunged over the brow/c-of to of the [nal] knoll c-into to into the tangle of the slashing coyotes and the whirling dog.

10 1. The impact of her charge split up/the fighting animals and sent one coyote spinning to the ground. 2. The the c-nimble [nɪ̃pbəl] nimble beast leaped away from her/flashing teeth and was gone. 3. The others followed after. 4. Peggy stood over her mate, awaiting an c-attack [ə] attack that c-that didn't come. 5. Finally, Chip dragged himself to his feet. 6. He had a vicious [tir] tear in at his throat, and a tendon above/one c-hind [hi˞] hind leg was severed [sɐvírd], and/his life spark was flickering. 7. Limping slowly on three legs, he sought the sanctuary in the herder's c-herder's [li˞] camp. 8. Peggy raced ③to the ①to the to the sheep. 9. The band/that had been huddled about the stoic [stɔɪɪk] burros c-burros [bɔr] was a mass of/bleating movement. 10. The alarm of the ewes, frantic for their lambs, was/contagious. 11. The band overflowed the bedding ground and started up the hillsides.

11 1. Peggy needed all her skill as she fought to control her/charges, turning/group after

group back toward the center. 2. She concentrated on the leaders, knowing that the others

would follow. 3. Barking occasionally to reassure them in their fright, she circled the

band again and again as she had been trained. 4. At last it was milling, going nowhere.

5. When it/became quiet, she was spent and trembling. 6. The peaceful glade was filling

with warmth from the sun as the sheep moved to the creek for water, then spread slowly

toward the hillside/to search beneath the sage for/succulent bunch grass. 7. Peggy looked

again and again toward the camp. 8. The herder should be here to start them on/the trail

as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in

one place. 10. A few lambs were already running astray, and she turned them back to the band

before she set out for the camp.

12 1. At the sight of her, the puppies/stopped their feuding and waddled hopefully toward her;/

but she turned to the open tent, hesitating under the flap before she walked in, and sniffed

at the silent form. 2. Urgently she pawed the ground and whimpered, but there was no

response. 3. For a moment she stood by the bed, then bounded from the tent so fast that

the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon

before thrusting her head into the bag with/the hungry puppies. 5. She turned once more

to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She

trotted to him, sniffing at his still head, whining/close to his ear, pawing his shoulder

7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

went through the camp. 10. She barely turned her head in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that the safety of the band depended on her.

13 1. The band was fanning/out across the hillside in search of grass. 2. Peggy drove a few stragglers back/into the fold, then worked up the hill, turning the flock so that/ all would/ feed in the same direction. 3. She patrolled/ the upper edge watching carefully that none should pass through the breaks in the rimrock to the plateau above/ where they would become easy prey to the coyotes. 4. In the past, Peggy had known the herder's rifle to speak out sharply against a bold coyote. 5. Today there was no herder. 6. She did not leave the band or relax her/ vigilance. 7. The sun was high when she turned the sheep down from the hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows filled the valley by the time she urged them to the bedding ground. 9. As she passed the camp, she saw her forlorn puppies huddled at the saddlebag, and the urge to go to them was/ strong. 10. Turning away, she ran ahead of the sheep to hold/them at the bedding ground.

14 1. It was well after dark when they were quiet and she could return to camp. 2. Her tail dropped in weariness and her head bobbed at each step, for the shale of the hillside had cut deep into the pads of her feet. 3. She stopped beside the saddlebag, and the puppies scrambled over her, searching for milk she didn't have. She went to a saddlebag containing pots and pans and pawed it open, spilling the contents onto the ground./ 5. She found the pan from which she had been/ fed many times, and licked it carefully. 6. Then

she discovered a bit of grease clinging to the frying pan. 7. The meager taste of food only made her hunger worse, and she tore [frǽ-nɪ˞-klɪ] frantically through the other bags. 8. There was nothing more to eat. 9. Her sense of routine had told her it was time to build the coyote fires, but the tent was silent and she stopped at the open flap. 10. If there were no fires tonight, she must return to the band. 11. She made a circle about the sheep, limping at each step, and then started a much wider circle, stomping/stopping on the knoll to look across the open desert and test the air for danger. 12. Far to the south, a coyote call was answered by another far to the east. 13. Peggy looked to the south, and then to the east, and began c-slow so her slow circle.

15 1. Below her, she heard the beat/bleat of a/the lamb that had wandered away from its mother [hɪ˞] and she raced to it, brushing it roughly, knocking it down. 2. And the helpless animal at her feet brought her hunger to mind, and she held it down with her paw, reaching savagely for c-savagely [sæ və lɪ˞] its throat. 3. The strong sheep odor was sweeping through her nostril/nostrils stopped her. 4. She had eaten mutton many times and from the hand of the herder, but she had never killed a sheep. 5. She raised her paw, letting the lamb get to its feet, and drove it gently back to into the band. 6. Long hours passed without incident while Peggy guarded the sleeping flock. c-sleeping flock [ʃipɪŋ] flock

7. As she plodded back to the camp, she sniffed at the hard-packed meadow for field mice. 8. And finally giving up in weariness, she lay down to with her pups. 9. In an hour or two the ③ in an hour or two the ① an hour or two the moon would pass below the jagged peaks of to the west. 10. Peggy tried to sleep, but it was ④ c-moon ② [mʌ˞] no use. 11. Her hunger was so acute that she would could no longer lie still, and she got up to make

before going back
another search for food/(before) going back to the sheep. ④she quicken her pace when c-she saw

③when [ʃi]
16 1. The band was quiet as Peggy slowly approached. 2. ①She quicken her pace/when she saw

⑤that one
(②one
that) one burro was awake and standing/ its head/held high, (its) [ɪ|ɔŋs] long ears to the east.

c-sage
[seɪ˞]
3. She sniffed the edge of the sage toward (which) the burro's ears were pointed. 4. She

which the burro's ears were
smelled nothing but the sheep. 5. While she was working carefully around the band, a great

c-canyon
in [kæn]
owl sailed down the canyon on silent wings, skimming/ ā few feet above the sheep. 6. She

c-when
and [ɹɛ̃]
moved upstream ā few yards, and when suddenly the second burro stirred. 7. Peggy turned to look.

8. The band was quiet; only the ears of the burros/justified her alarm. 9. Alert to the

[nɔɪzəlɛsli]
danger of ambush, she moved into the sage,/ taking/each step noiselessly. 10. The coyote

[skent] [ɹɪɹúólid]
scent eluded her/now, and she stopped at c-rise [rə] on the top of a small rise, testing the air, listening

to the stillness. 11. Then, from the base of the next knoll, they/came the startled bleat of (a)

sheep, followed by ā second bleat that rang with fear, and ā third filled with pain before

c-silence
[saɪən]/
it was choked to silence. 12. Peggy/plunged through the sage.

c-depression
with the [s]
[zɪm-flə-θiəʃər]
17 1. In a depression about twenty feet wide, shaped like an amphitheater, ā defenseless a [zɛmpəlθa˞] [ɑɛ]

had/been brought down. 2. Ā slashed tendon and torn throat were visible. 3. Two coyotes

stood c-tensely
stood tensely over her kill./ 4. At the sound of the agony/in the/ [ɑɑz] ewe's last bleat, all

caution left Peggy. 5. There was no time for (a) deceptive approach or planned attack.

in
6. The final leap/of her headlong charge carried her from the rim of the hollow into the

[kʰáɪoɑts]
[kə]
c-avoid
midst of the surprised/coyotes. 7. They acted instantly to [əvɑɑ] avoid the dog's long white

c-hindered
[ɹɪndəɹ]
and
teeth, and 8. Their movements hindered each other, and Peggy's heavy shoulder struck one

coyote on the [hĩdkwɔnər] hindquarter, sending it off its feet. 9. Her [moom-méntəm] momentum carried her to the back of the hollow. 10. Stumbling on the steep slope, she [ʃ-ʃi] turned at bay. 11. The coyotes nimbly leaped to opposite sides of the hollow, stopping to turn back at the rim. 12. They had tasted blood and were not to be cheated of their prize by the weakened sheep dog, who stood silently by the dead [oɷ] ewe. 13. The two had hunted as a team and were masters of feinting, [frentɪŋ] dodging, c-slashing [splæ] slashing, and killing. 14. From opposite sides of the basins they snarled down on Peggy with teeth bared, ears flat, the hair on their backs raised, and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog. 2. She turned to meet the threat, only to have her left shoulder torn by the needle-sharp fangs of the second coyote. 3. The first animal had merely [frentəd] feinted, then leaped out of the way. 4. Their method of fighting was not to come to grips with an [æd-vérsəri] adversary but to worry and torment it until a hamstring could be cut and their prey was helpless; then to the kill. 5. Both coyotes [ɹɛ] regained their vantage points at each side of the hollow, and this time the thrust came from the left. 6. As Peggy turned to face it, her right flank was ripped, 7. The first coyote followed through this time, and for a moment, both coyotes and Peggy were a snarling whirl of fury. 8. One of her ears was in shreds, and bunches of fur were torn from her neck before the coyotes danced away.

19 1. Peggy felt the weariness in her bones and the [s] sluggishness in her muscles as she edged farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

urge for escape surged/through/her, but when her hind legs backed against the dead ewe, the
desire for flight left her. 3. The sheep must be protected. 4. She felt almost overwhelmed as she faced the coyotes. 5. She stood on her hind feet and fought fang to fang
with one of them who tore chunks of fur and hide from her neck while the other slashed a
hind foot. 6. Then both leaped out of range. 7. Regaining her position with her back to
the ewe, Peggy knew/that her quivering muscles would not respond much longer. 8. Then she
remembered her advantage when she had surprised the coyotes, and she gathered herself for a
final effort. 9. She looked up at the snarling coyotes on either side, watching as they
settled themselves/for their next/assault.

20 1. The darting attack came as before. 2. This time Peggy leaped/forward instead of turning
to meet/one of her enemies. 3. In mid-air/she crashed into the coyote on her right.
4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote
rolled over and over. 6. Before it could get up Peggy drove her fangs into the back of
its neck with all the fury of her pain and fear. 7. Her teeth sank deep until they were
stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground.
9. There was a twisting yank, and something snapped. 10. The other coyote turned back
to the fray as Peggy loosened her grip on the animal at her feet and slowly raised her head,
teeth bared and ears flattened. 11. She took one slow step forward and saw the coyote
hesitate; then another step as it spread its back feet to spring; a third step, and the
coyote turned its head sharply from side to side. 12. Looking past her it changed the

position of its front feet. 13. Peggy's numbed brain told her to move forward. 14. She could not know that the coyote had just sensed the loss of its mate and felt fear for the first time. 15. She was relieved when it jumped sideways and disappeared as she took her fourth step. 16. For a moment, she dully watched where the coyote had been, her teeth still bared in a silent snarl. 17. Slowly her fear left, and weakness took its place. 18. She sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash before Peggy was able to struggle to her feet. 2. Her painful steps took her through the sage and across the bedding ground. 3. It seemed to be an endless distance to the camp. 4. Again and again she paused, and it seemed she would just collapse. 5. The sounds of the sheep beat upon her, but she could not go to them yet. 6. Though her eyes were open, she failed to see that two men had ridden down the canyon to the camp and were dismounting from their horses. 7. "You were right about the camp, boss," said the younger man. 8. "When we saw it from up on the ridge, you said there was something wrong. 9. I can see a few sheep and hear more farther down the canyon. 10. They must be scattering."

22 1. The boss took in the camp at a glance, missing nothing. 2. He stepped into the tent, only to return in a moment to say, "It's worse than you think, Jake. 3. The herder is dead. 4. Been dead some time." 5. He walked to the body of Chip, and as Jake approached, the boss said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed as far as they could into the saddlebag, when Jake stepped to his horse and drew a rifle

c-softly [sɑftli]

from the scabbard. 7. "Hey, boss," he called softly, "what/do you make of this coming

along the edge of the sage? 8. Whatever it is, it's got the blind staggers." 9. He

c-rifle [wɑɻ]

raised his rifle. 10. The quick eyes of the boss found/what Jake saw, and he shouted,

and [ɻoɑ]

"Don't shoot! That's Peggy." 11. Both of the men stood still as the big dog went past, without

what c-a heck the heck/

noticing them, to lie down heavily near her pups. 12. "WHAT A HECK OF A TIME/SHE'S

c-get let's

HAD. 13. GET SOME GRUB—LOTS OF IT," THE BOSS SAID SOFTLY.

STOP

11,4

⑤ c-milling c-going

④ c-it was [nɑˀ]

③ [ɻˀ]

② [mɻiŋ] [gɔɻˀ]

① it was [nɑˀ]

IT WAS MILLING, GOING

T: Tell me what happened in that story.

Ch: There were, there was a man and two dogs - Peggy, I forgot the other dog's name already. Well anyway there were two dogs and they guarding the sheep and there was a, um, the, the sheepherder was ill and he just ( ) he kept coughing and the dogs had to do most of the work so, um, they were there were two coyotes that kept bothering the sheep. And there wasn't much food so the both dogs were hungry and so were the coyotes. So that's why they tried to go after the sheep. So the story's really about how the the ( ), Peggy, the, um, female dog had to go through fighting coyotes and saving the sheep. So, um, um. What did you want me to tell the story over?

T: No that sounds pretty good. If you want to tell the story over, go ahead.

Ch: So. It's, it tells how um one dog could really do something if it set its mind to it, no matter how starving it is, or anything. If it's been trained right it could do it, like it killed I mean it helped its mate and it took care of the sheep although he could have left, she could have left if she wanted to. And she probably could have picked up the saddle bag with her puppies and left, instead of doing her job which she had been taught to do and watching the sheep. And she had sensed that her master was dead but she ignored it and she kept on doing her job.

T: Did you find any exciting parts in this story?

Ch: It was pretty exciting when the dogs were in a fight but not exactly the way I read it, but I don't know that's about all when - at the end when she's killed the two ( ) I mean when she killed the coyotes.

T: Mm-hm. Do you um think there were any sad parts in the story?

Ch: Yeah, the part where, um, her master had died and there was no way she could get any food, and when the other dog had, ran up to his master before the master had died and was expecting some food but didn't get any. And I think it was kind of sad when Peggy got an urge to eat that lamb that had gone astray but had to turn it down.

T: Mm-hm. Were there any humorous parts that were funny?

Ch: No.

T: Did you think there were any happy parts in the story?

Ch: It was probably happy when, um, the dog was happy when he had to be at the, um, the coyotes and walked to its to its pups and the pups probably were really happy to see their mother come back alive.

T: Who was in the story?

Ch: Who was in it? Two dogs, two coyotes, um, a boss and another man. I don't what (and) and a sheep owner and all the sheep.

T: Did you like that story?

Ch: Pretty good. It's not the best I've read but it's - good.

GOODMAN STORY #59 TAPE 21;1;1-49 GRADE 08 ID 015 SEX F ETHNICITY White AGE 14

READING LEVEL Average TRANSCRIBED BY _____ DATE _____

START

1 1. The rays of the setting sun lingered over the high Arizona desert, touching the rocky tip of [bɛdʒər] Badger Mountain and tinting the bold face of Antelope Rim. 2. The shallow basin of Salt Creek Wash became a gathering pool of darkness where a band of eight hundred sheep with their lambs were bedding down for the night on a small patch of meadow. 3. Two burros, their long grey ears sagging in drowsiness, stood [s-stáɫədli] stolidly in the midst of the sheep. 4. (The) frantic bleating became less frequent as two sheep dogs gently urged the band into a more compact mass and each [u] ewe found her lamb.

2 1. It was fully dark when the alert ears of the larger dog caught the sound of a sharp whistle from the small camp a hundred yards up the wash. 2. The dog turned to go, but not until a last look over the band assured her [ə] that all was well and that her mate was patrolling the far side. 3. It had been a long day for the dogs, and Peggy limped heavily as she approached the camp. 4. She went directly to the saddlebag home of her five puppies, born two weeks before while the hard drive had been under way. 5. She nosed the tight huddle sleeping in the canvas flap and lay down. 6. Immediately the five black-button noses were groping [igəli] eagerly. 7. Her eyes became soft with pride and affection, but she didn't relax, always being aware of her responsibility toward the band. 8. Peggy was a descendant of a long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular breed, but her fine head and alert eyes hinted of collies that worked the sheep on the Grampian Hills of Scotland.

3 1. The pups were sleeping, and she gave her attention to her left forepaw from which two toes were missing. 2. A coyote trap had caught her foot three years before, when she was little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled the contents of a saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you tonight." 6. He tossed her two cold biscuits, left from the morning meal. 7. He sat down on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and looked to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of/bones, but there was nothing.

4 1. She sniffed the cool air of the late/spring drifting down the wash, before lowering her head to drink the cold water of the small stream./ 2. Through the still/night the yelping wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze looking intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was only one coyote she heard. 5. She turned questioning eyes to the coughing herder and then to the sheep and the shadowy figure of/Chip moving about/the band./ 6. The dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to/work more than usual? 10. Why were there no coyote fires at night?

c-a high thin wail
at high thin wail

5 1. A high, thin wail came from the north this time, alerting both herder and dog. 2. He lifted his head wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been a bad year for rabbits, and the coyotes are hungry." 6. He picked up a small hatchet and started toward the rimrock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under rocky ledges and along the small trails in the sage. 9. The building of coyote fires was not new to her, although she was puzzled by the frequent stops when the herder rested after coughing spells. 10. Each evening they made a wide circuit of the bedding grounds and built fires on high points where they could be seen for miles around. 11. On nights when the fires were burning, she often heard coyotes singing a protest from distant ridges, while the sheep rested safely.

6 1. The herder lighted some brush against a dead juniper tree on top of the rimrock, not bothering to stack limbs against the trunk. 2. Peggy felt the difference in procedure; still she moved toward the place where the next fire might be built. 3. A short whistle halted her. 4. The herder was heading for camp. 5. "Come, Peggy. 6. Let's go. 7. One fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest is up to you and Chip." 10. She tucked her nose into his hand, and he patted the side of her head and gently pulled her ear; then he grabbed a handful of fur about her neck. 11. He shuffled slowly down the hill. 12. "Good dog. 13. You've got lots of work to do, for I am no longer of any use."

7 1. She had never heard this tone and she gave him a questioning look./ 2. "We're two days out from the corrals and a day late on the drive. 3. I sure hope the boss rides out to meet us." 4. The words "corrals" and "boss" meant things to Peggy, and she whined in recognition. 5. As they approached the bedded sheep, the moon rose, its cold light transforming the desert into a maze of line and shadow. 6. Chip splashed through the shallow stream to meet them./ 7. The herder patted Chip and gave an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and he expected food, but he sat facing the sheep. 11. The herder made a slight movement with his hand, and Peggy knew she was to follow him.

8 1. The slanting rays of moonlight probed the shallow wash. 2. As they approached the tent, the thin wail of coyotes reached her ears from upstream, far to the north. 3. Herder and dog stopped to listen as/the chorus rapidly rose and fell./ 4. "Well, Peggy, sounds like about three of them have spotted our fire. 5. Guess they didn't have luck hunting alone." 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined forces and that hunger was driving them to the sheep. 8. Peggy lay down with her puppies; the herder stumbled into his tent..... 9. It was less than an hour before dawn. 10. The moon had set. 11. All was quiet. 12. As Peggy lay watching, the shadowy form of Chip appeared between the grey blur of the sheep and the knolls to the east. 13. His actions gave no hint of alarm. 14. Then her eyes caught a movement in the sage near the top of the knoll, and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze to cause movement in the brush./

9 1. Her muscles tensed. 2. As she started forward Chip wheeled to face the knoll. 3. A coyote emerged from the edge of the sage, not fifty/feet away, walking with its head down toward the dog. 4. Chip held his stance between the sheep and the danger. 5. The coyote's walk was not that of a rabid animal, nor was it the creeping approach it used in attacking the sheep. 6. It moved steadily [stédidli] forward. 7. As Chip leaped toward the coyote, it whirled and ran lightly up the slope, staying tantalizingly ahead and leading Chip toward the brow of the knoll./ 8. Peggy's desert training had taught her the answer to the maneuver. 9. She raced toward the spot where the coyote and Chip had disappeared from sight. 10. She was too late./ 11. The coyotes had laid a successful ambush for Chip who was fighting for his life. 12. Peggy plunged [plə˞] over the brow of the/knoll into the tangle of slashing coyotes and whirling dog.

10 1. The impact of her charge split up the fighting animals and sent one coyote spinning to the ground. 2. The nimble beast leaped away from her flashing teeth and was gone. 3. The others followed after. 4. Peggy stood over her mate, awaiting an attack that didn't come. 5. Finally, Chip dragged himself to his feet. 6. He had a vicious tear [tir˞]/ at his throat, the tendon above one hind leg was severed [səvírɪd], and his life spark was flickering. 7. Limping slowly on three legs, he sought sanctuary in the herder's camp. 8. Peggy raced to the sheep. 9. The band that had been huddled about the stoic burros was a mass of bleating movement. 10. The alarm of the ewes [uz], frantic for their lambs, was contagious [kʌn-téɪ-dʒəs]. 11. The band overflowed the bedding ground and started up the hillsides.

11 1. Peggy needed all her skill as she fought to control her charges, turning group arter group back toward the center. 2. She concentrated [s] on the leaders, knowing that the others would follow. 3. Barking occasionally to reassure [riʃər] them in their fright, she circled the band again and again as she had been trained. 4. At last it was milling, going nowhere./ 5. When it became quiet, she was/spent and trembling. 6. The peaceful glade was filling with warmth from the sun as the sheep moved to the creek for water, then spread slowly toward the hillside/to search beneath the sage for/succulent bunch grass. 7. Peggy looked again and again toward the camp. 8. The herder should be here to start them on the trail as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in one place. 10. A few lambs were already running astray, and she turned them back to the band before she set out for the camp.

12 1. At the sight of her, the puppies stopped their/feuding and waddled hopefully toward her; but she turned to the open tent, hesitating under the flap before she walked in, and sniffed at the silent form. 2. Urgently she pawed the ground and whimpered, but there was no response. 3. For a moment she stood by the bed then bounded from the tent so fast that the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon before thrusting her head into the bag with the hungry [hʌn-n-gri] puppies. 5. She turned once more to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She trotted to him, sniffing at his/still head,/whining [ω-win] close to his ear, pawing his shoulder. 7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

went through the camp. 10. She barely turned her head in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that the safety of the band depended on her.

13 1. The band was fanning out across the hillside in search of grass. 2. Peggy drove a few stragglers back into the fold, then worked up the hill, turning the flock so that all would feed in the same direction. 3. She patrolled the upper edge watching carefully that none should pass through the breaks in the rimrock to the plateau above, where they would become easy prey to the coyotes. 4. In the past, Peggy had known the herder's rifle to speak out sharply against a bold coyote. 5. Today there was no herder. 6. She did not leave the band or relax her vigilance. 7. The sun was high when she turned the sheep down from the hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows filled the valley by the time she urged them to the bedding ground. 9. As she passed the camp, she saw her forlorn puppies huddled at the saddlebag, and the urge to go to them was strong. 10. Turning away, she ran ahead of the sheep to hold them at the bedding ground.

14 1. It was well after dark when they were quiet and she could return to camp. 2. Her tail dropped in weariness and her head bobbed at each step, for the shale of the hillside had cut deep into the pads of her feet. 3. She stopped beside the saddlebag, and the puppies scrambled over her, searching for milk she didn't have. 4. She went to a saddlebag containing pots and pans and pawed it open, spilling the contents onto the ground. 5. She found the pan from which she had been fed many times, and licked it carefully. 6. Then

she discovered a bit of grease clinging to the frying pan. 7. The meager taste of food only made her hunger worse, and she tore frantically through the other bags. 8. There was nothing more to eat./ 9. Her sense of routine told her it was time to build the coyote fires, but the tent was silent when she stopped at the open flap./ 10. If there were no fires tonight, she must return to the band. 11. She made a circle about the sheep, limping at each step, then started a much wider circle, stopping on the knoll to look across the open desert and test the air for danger. 12. Far to the south, a coyote call was answered by another far to the east. 13. Peggy looked to the south, then to the east, and began her slow circle./

15 1. Below her, she heard the bleat of a lamb that had wandered away from its mother, and she raced to it, brushing it roughly, knocking it down. 2. The helpless animal at her feet brought her hunger to mind, and she held it down with her paw, reaching savagely for its throat. 3. The strong sheep odor sweeping through her nostrils stopped her. 4. She had eaten mutton many times from the hand of the herder, but she had never killed a sheep. 5. She raised her paw, letting the lamb get to its feet, and drove it gently back into the band. 6. Long hours passed/without/incident while Peggy guarded the/sleeping flock. 7. As she plodded back to camp, she sniffed at the hard-packed/meadow for field mice. 8. Finally giving up in weariness, she lay/down with her pups. 9. In an hour or two the moon would pass below the jagged peaks to the west. 10. Peggy tried to sleep, but it was no use. 11. Her hunger was so acute she could no longer lie still, and she got up to make

another search for food before going back to the sheep./

16 1. The band was quiet as Peggy slowly approached./ 2. She quickened her pace when she saw that one burro was awake and standing, its head held high, its long ears to the east. 3. She sniffed the edge of the sage toward which the burro's ears were pointed. 4. She smelled nothing but the sheep. 5. While she was working carefully around the band, a great owl sailed down the canyon on silent wings, skimming a few feet above the sheep. 6. She moved upstream a few yards when suddenly the second burro stirred./ 7. Peggy turned to look. 8. The band was quiet; only the ears of the burros justified her alarm./ 9. Alert to the danger of ambush, she moved into the sage, taking each step noiselessly. 10. The coyote scent eluded her now, and she stopped on the top of a small rise, testing the air, listening to the stillness. 11. Then, from the base of the next knoll, came the startled bleat of a sheep, followed by a second bleat that rang with fear, and a third filled with pain before it was choked to silence. 12. Peggy plunged through the sage.

17 1. In a depression about twenty feet wide, shaped like an amphitheater, a defenseless ewe had been brought down. 2. A slashed tendon and torn throat were visible. 3. Two coyotes stood tensely over their kill./ 4. At the sound of the agony in the ewe's last bleat, all caution left Peggy. 5. There was no time for a deceptive approach or planned attack. 6. The final leap of her headlong charge carried her from the rim of the hollow into the midst of the surprised coyotes. 7. They acted instantly to avoid the dog's long white teeth. 8. Their movements hindered each other, and Peggy's heavy shoulder struck one

coyote on the hindquarter, sending it off its feet./ 9. Her momentum carried her to the back of the hollow. 10. Stumbling on the/steep slope, she turned at bay./ 11. The coyotes nimbly leaped to opposite sides of the hollow, stopping to turn back at the rim. 12. They had tasted blood and were not to be cheated of their prize by the weakened sheep dog, who stood silently by the dead ewe. 13. The two had hunted as a team and were masters of feinting, dodging, slashing, and killing. 14. From opposite sides of the basin/ they snarled down on Peggy with teeth bared,/ ears flat, the hair on their backs raised, and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog. 2. (She) turned to meet the threat, only to have her left shoulder torn by the needle-sharp fangs of the second coyote. 3. The first animal had merely/ feinted, then leaped out of the way. 4. Their method of fighting was not to come to grips with an/adversary but to worry and torment it until a hamstring/could be cut and their prey was helpless; then to the kill. 5. Both coyotes regained their vantage points at each side of the hollow, and this time the thrust came/from the left. 6. As Peggy turned to face it, her right flank was ripped. 7. The first coyote followed through this time, and for a moment, both coyotes and Peggy were a snarling/whirl of fury. 8. One of her ears was in shreds, and bunches of fur were torn from her neck before the coyotes danced away.

19 1. Peggy felt the weariness in her bones and the sluggishness in her muscles (as) she edged farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

urge for escape surged through her [hir], but when her hind legs backed against the dead ewe [dæd]sheep, the desire for flight left her. 3. The sheep must be protected. 4. She felt almost overwhelmed as she faced the coyotes. 5. She stood on her hind feet and fought fang to fang with one of them who tore chunks of fur and hide from her neck, while the other slashed a hind foot. 6. Then both leaped out of range. 7. Regaining her position with her back to the ewe [oω] Peggy knew that her quivering muscles would not respond much longer. 8. Then she remembered her advantage when she had surprised the coyotes, and she gathered herself for a final effort. 9. She looked up at the snarling coyotes on either side, watching as they settled themselves for their (the) next assault.

20 1. The darting attack came as before. 2. This time Peggy leaped forward instead of turning to meet one of her enemies. 3. In mid-air she crashed into the coyote on her right. 4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote rolled over and over. 6. Before it could get up, Peggy drove her fangs into the back of its neck with all (the) fury of her pain and fear. 7. Her teeth sank deep until they were stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground. 9. There was a twisting yank, and something snapped. 10. The other coyote turned back to the fray as Peggy loosed (lost) her grip on the animal at her [ə] feet and slowly raised her head, teeth bared (barred) and ears flattened. 11. She took one slow step forward and saw the coyote hesitate; then another step as it spread its back feet to spring; (a) third step, and the coyote turned its head sharply from side to side. 12. Looking past her, it changed the

c-position [pəˈzɪʃən]
position of its front feet. 13. Peggy's numbed brain told her to move forward. 14. She

③ c-for the
① of the
could not know that the coyote had just sensed the loss of its mate and felt fear for the

④ first time
② first time
first time. 15. She was relieved when it jumped sideways and disappeared as she took her

fourth step./ 16. For a moment, she dully watched where the coyote had been, her teeth still

barred
bared in a silent snarl. 17. Slowly her fear left, and weakness took its place. 18. She

sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash

before Peggy was able to struggle to her feet. 2. Her painful steps took her through the

sage and across the bedding ground. 3. It seemed to be an endless distance to the camp.

4. Again and again she paused, and it seemed she would just collapse. 5. The sounds of

the sheep beat upon her, but she could not go to them yet. 6. Though her [hɑlz] eyes were open,

she failed to see that two men had ridden down the canyon to the camp and were dismounting

from their horses. 7. "You were right about the camp, boss," said the younger man.

8. "When we saw it from/up on the ridge, you said there was something wrong. 9. I can see a

few sheep and hear more farther down the canyon. 10. They must be scattering."/

22 1. The boss/took in the camp at a glance, missing nothing. 2. He stepped into the tent,

only to return in a moment to say, "It's worse than you think, Jake. 3. The herder is dead./

4. Been dead some time." 5. He walked to the body of Chip, and as Jake approached, the

c-yapping [jəˀ]
boss said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed

as far as they could into the saddlebag, when Jake stepped to his horse and drew a rifle

c-scabbard [skæb]
from the/scabbard. 7. "Hey, boss," he called softly, "what do you make of this coming along the edge of the sage? 8. Whatever it is, it's got the blind [stegərz] staggers." 9. He raised/his rifle. 10. The quick eyes of the boss found what Jake saw, and he shouted, "Don't shoot! That's Peggy." 11. Both men stood still as the big dog went past, without noticing them, to lie down heavily near her c-pups puppies pups. 12. "WHAT A HECK OF A TIME SHE'S HAD. 13. GET SOME GRUB—LOTS OF IT," THE BOSS SAID SOFTLY.

STOP

GMN ID 015 Grade 08 Tape 21;1:49-60 Story # 59

Sheep Dog

T: Tell me what happened in that story now, Donna.

C: They were on uh. They were taking the sheep somewhere and the boss was supposed to meet him or something, and um Peggy as a puppy before she had learned, the ways of the coyote, she had gotten hurt badly from them and she learned about the their little tricks. And so the coyotes, she turned around and saw that Chip was being attacked by the coyotes. And she tried to save him, but later on he died. And when she came back for when it was time to build the coyote fire, she tried to get her herder to build them, but he was, he was dead. So she finally realized that she was alone, and had to take the sheep there herself. So she took them there and she got attacked by the coyotes and and she once wanted to run away, but she knew that it was her responsbility and she was trained, to go on with the sheep. So she went on with the sheep, and when she got back to the camp those men had found the man dead, and Chip was dead. And they took care of her. When she came in they were about to shoot her but they took care of her. And fed her and then she was well again. She probably went on taking care of more sheep.

T: Who was in the story?

C: You mean, the characters and stuff? The coyotes, the pups, the five puppies, and um Chip and the herder, and the boss, and the other one that was working with him, and the horses.

T: Did anything exciting happen in the story?

C: The coyotes were always attacking them. And she almost ate a lamb, but she her responsibility came back to her.

T: Mm-hm. Even though she was hungry.

C: Hungry. Starving.

T: Did anything uh happy happen in the story?

C: It was a happy ending. It was a good ending, and she didn't get killed that was good.

GOODMAN STORY #59 TAPE 21;2;0-65 GRADE 08 ID 016 SEX F ETHNICITY White AGE 13

READING LEVEL Average TRANSCRIBED BY _____ DATE _____

START

1 1. The rays of the setting sun lingered above over the high Arizona desert, touching the rocky c-rocky rock tip of Badger Mountain and tilting tinting the bold face of Antelope Rim. 2. The shallow [ʃæ?] c-shallow basin of Salt Creek Wash/became a gathering pool of darkness where the a band of eight hundred sheep and with their lambs were bedding down for the night on a small patch of meadow. 3. Two burros,/ [sælɛli] c-drowsiness C-stood/[st] their long grey ears/[ʃægəld] sagging in the drowsy drowsiness, [st] stood stolidly in the midst mist of the sheep. [fænəsik] beating [fæn] 4. The frantic bleating became less frequent as to the two sheep dogs gently urged c-urged the band into c-the c-band dog gentle urge and the (a) more compact/mass and each/[u] followed their ewe found her lamb./

2 1. It was fully full dark when the alert ears of the larger large dog caught the sound of a the sharp whistle from the small camp a hundred yards up the wash. 2. The dog turned to go, but not cap and until a last look over the band assured her that all was well and that her mate was patrolling band c-assured assure the far side. 3. It had been a long day for the dogs, and Peggy limped heavily as she approached the camp. 4. She went directly to the saddlebag home/[dʒurɛkli] for of her five puppies, born two weeks before while/the hard drive had been under way. 5. She nosed c-before ago/ c-under murder noticed and tighten metal [nɔɪ'] the tight huddle sleeping on the canvas flap and lay down. 6. Immediately the five black-button noses were c-on the class to the layed [bʌt] nose c-groping going groping eagerly. 7. Her eyes became soft with pride and affection, but she didn't relax, [brɛi-kɛm] affectionate c-always all the way/always being aware of her responsibility toward the band. 8. Peggy was a descendant of a [rɪspɔnsɪbʌg] c-Peggy Peg long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular breed, but her fine head and alert eyes hinted of collies that worked the sheep on the/ [krɛmpəs] [krɛɛ] Grampian Hills of Scotland.

3 1. The pups were sleeping, and she gave her attention to her left forepaw from which two toes were missing. 2. A coyote trap had caught her foot three years before, when she was little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled the contents of a saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you tonight." 6. He tossed her two cold biscuits, left from the morning meal. 7. He sat down on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and looked to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed the cool air of the late spring drifting down the wash, before lowering her head to drink the cold water of the small stream. 2. Through the still night the yelping and wailing wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze looking intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was only one coyote she heard. 5. She turned questioning eyes to the coughing herder and then to the sheep and the shadowy figure of Chip moving about the band. 6. The dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to work more than usual? 10. Why were there no coyote fires at night?

1301328

5 1. A high, thin wail came from the north this time, alerting both herder and dog. 2. He lifted his head wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been a bad year for rabbits, and the coyotes are hungry." 6. He picked up a small hatchet and started toward the rimrock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under rocky ledges and along the small trails in the sage. 9. The building of coyote fires was not new to her, although she was puzzled by the frequent stops when the herder rested after coughing spells. 10. Each evening they made a wide circuit of the bedding grounds and built fires on high points where they could be seen for miles around. 11. On nights when the fires were burning, she often heard coyotes singing a protest from distant ridges, while the sheep rested safely.

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never c-heard [hə,hər]

7 1. She had never heard this tone and she gave him a questioning look. 2. "We're two/ days

c-from of the c-corrals [kɔ²] corrals c-late the days [l]

out from the corrals and a day late on the drive. 3. I sure hope the boss rides out to

corral

meet us." 4. The words "corrals" and "boss" meant things to Peggy, and she whined in

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recognition. 5. As they approached the bedded sheep, the moon rose its cold light trans-

c-chip [tʃ] ③ shallow ① shallow

lime

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④ c-stream ② [s]

gave c-an him

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fella'

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movement with his hand, and Peggy knew she was to follow him.

[ʃ-ʃæloo]

8 1. The slanting rays of the moonlight probed the shallow wash. 2. As they approached the tent,

c-reached screeched far to the c-north [nə²] c-herder the [hə]

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fires I

about three of them have spotted our fire. 5. Guess they didn't have luck hunting alone."

c-Peggy Petty c-concern [kan] c-coyotes [kɔɹ]

6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined

forces and that hunger was driving them to the sheep. 8. Peggy lay down with her puppies;

and the herder stumbled into the his tent..... 9. It was less than an hour before dawn. 10. The

shadow from [ʃæ]

and laid

moon had set ∅ 11. All was quiet ∅ 12. As Peggy lay watching ∅ the shadowy form of Chip

Knoll

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c-sage [ə]

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[hɪt] was c-unchanged

who slowly passed/ [ʌnt ʃ]

the knoll and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze/ to cause [kɔt] movement [t͡ʃɹn] in the/ brush [b]. (the c-movement; c-brush)

9 1. Her muscles tensed [tɛnsən] (muscle) ∅ 2. As she started forward ∅ Chip wheeled (toward; wheeling) to face the knoll. 3. A ① as ② c-ā ④ c-coyote emerge ② [kə] coyote emerged from the edge of the sage, not fifty feet away, walking with/ its head [hɛ̃d] (c-head) down toward the dog. 4. Chip held [t͡ʃɹpt] his stance between the sheep and (the) danger. 5. The coyote's walk/ was not that of a rapid (rapt) animal, nor was it (the) creeping/approach/it used in attacking [kəɹəi] the sheep. 6. It moved steadily forward. 7. As Chip leaped toward the coyote, it whirled and ran/lightly up the slope, staying/ tantalizingly [trɛns-sælɹzɪŋ] ahead and leading Chip toward the brow (borrow) of the knoll. 8. Peggy's/desert training had taught her the answer to (this) [maɹ] the maneuver (c-maneuver). 9. She raced toward the spot where the coyote and Chip had disappeared from sight. 10. She was too late (light). 11. The coyotes [koʊəɹə[i]] had laid (landed) a successful [sɛs] (c-successful) ambush for Chip who was fighting for his life. 12. Peggy plunged (plunge) over the brow (borrow)/ of the knoll into the tangle of slashing (splashing) coyotes and whirling (whirl) dog.

10 1. The impact of her charge split (up) the fighting animals and sent one coyote spinning to the ground. 2. The nimblest beast leaped away from her ⊙ flashing its teeth/ and was gone. 3. The others followed after. 4. Peggy stood over her mate, awaiting/ waiting an attack that didn't come. 5. Finally, Chip dragged himself to his feet. 6. He had a vicious [tir][ə] (c-at) tear at his throat/ and the tendons [sævirdz]/ his tendon above one hind leg was severed [sɛɹ], and his life spark was flickering (flicker). 7. Limping slowly on three legs, he sought/ sanctuary in/ (the) herder's camp. 8. Peggy raced (race) to the sheep. 9. The band that had been huddled about the/ stoic [sɔɪɹl̩][boɹəs] burros was a mass of bleating ants movement. 10. The alarm of the/ ewes [ɑz] [fɛmlk], frantic (for) their lambs, was contagious [kan-tɛ́gjuəs]. 11. The band overflowed (overflow) the bedding ground and was started up the hillsides.

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11 1. Peggy needed all her skill as she fought (to) sought control of her charged the group after the group turn back toward the center. 2. She concentrated on the leaders, knowing that the others [kans] c-concentrated leader would follow. 3. Barking occasionally cautiously to reassure the them in their fright, she circled the [rɪʃ] c-reassure encircled band again (again) and again as she had been trained. 4. At last it was milling, going nowhere. had been c-trained [trɛd] ② mild ③ going ④ c-nowhere ④ now [mʌ'] 5. When it became quiet, she was [s] c-was spent and trembling. 6. The peaceful glade was filling [trembalɪŋ] [treɪmɪŋ] [pleɪz] filled with the warmth from the sun as the sheep moved to the creek for water, then spread slowly toward the hillside to search beneath the sage for succulent bunch of grass. 7. Peggy looked towards bunch grass bunch of again and again toward the camp. 8. The herder should be here to start them on the trail should c-be c-here have heard as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in was one place. 10. A few lambs were already running astray, and she turned to them back to the band as before she set out for the camp.

12 1. At the sight of her the puppies stopped their feuding and waddled hopefully toward her; [sta'] c-stopped her [fruɪŋ] wailing but she turned to the open tent, hesitating under the flap before she walked in, and sniffed turn then [tɛ] at the silent form. 2. Urgently she pawed the ground and whimpered, but there was no [ərɪ-dʒənəlɪ] whimpering response. 3. For a moment she stood by the bed then bounded from the tent so fast that bounced the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon and before thrusting her head into the bag with the hungry puppies. 5. She turned once more trusting turn to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She halt/ trotted to him, sniffing at his still head, whining close to his ear, pawing his shoulder. ears 7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and lick

went/through the camp. 10. She barely/turned her head/in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that the safety of the band depended on her.

13 1. The band was fanning out across the hillside in search of grass. 2. Peggy drove a few stragglers back into the fold, then worked up the hill, turning the flock so that all would feed in the same direction. 3. She patrolled the upper edge watching carefully that none should pass through the breaks in the rimrock to the plateau above, where they would become easy prey to the coyotes. 4. In the past, Peggy had/known the herder's rifle to speak/out sharply against a bold coyote. 5. Today there was/no herder. 6. She did not leave the band or relax her vigilance. 7. The sun was high when she turned the sheep down from the hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows filled the valley by/the time she urged them to the bedding ground. 9. As she passed the camp, she saw her forlorn puppies/huddled at the saddlebag, and the urge to go to them was strong. 10. Turning away, she ran ahead/of the sheep to hold them at the bedding ground.

14 1. It was well after dark when they were quiet and she could return to camp. 2. Her tail dropped in weariness and her head/bobbed at each step, for the shale of the hillside had cut deep into the pads of her feet. 3. She stopped beside the saddlebag, and the puppies/scrambled over her, searching for milk she didn't have. 4. She went to a saddlebag containing pots and pans and pawed it/open, spilling the contents onto the ground. 5. She found the pan from which she had/been fed many times, and licked it carefully. 6. Then

she discovered a bit of grease clinging to the frying pan. 7. this [mugger] The meager taste of/food only made the her hunger worse, and she tore frantically through the other bags. 8. There was nothing more to eat. 9. Her sense of routine told her it was time to build the coyote fire fires, but the tent was silent when she stopped at the/open flap. 10. If there was were no fires tonight, she must return to the band. 11. She made a circle about the sheep, limping at each step, then started a much wider circle, stopping/c-on at on the knoll to look across the open desert and test the air for danger. 12. Far to the south, a coyote coyote's call was answered by another far to the east. 13. Peggy looked to the south, then to the east, and began begin her (slow) circle. slow/

15 1. Below her,/she heard the/bleat of a the lamb that had wandered away from its mother, and she raced to it, brushing it the brush/ roughly, and knocking it down. 2. (The)/helpless animal at her feet brought her the hunger to mind, in as and she held it down with her paw, reaching savagely [tʃ][sævə-dʒi] (for) (its) throat. 3. The strong sheep odor sweeping swept through her nostrils stopped her c-stopped stopping. 4. She had eaten mutton many times from the hand of the a herder, but she had never killed a sheep. she c-raised she was 5. She raised her paw, letting the lamb/get to its feet, and drove it gently back into to the band. 6. Long hours passed without/incident [in-sər-tən] while Peggy guarded the sleeping [ʔ] [s, ʃ] c-sleeping flock. 7. As she plodded [pɔdəld] back to the camp, she sniffed at the hard-packed meadow of the for field mice. she 8. Finally giving gave up in the weariness, and she lay down with her pups puppies. 9. In an/hour or two the moon/would pass below the jagged peaks to the west. 10. Peggy tried to sleep, but there it was no use. 11. Her hunger/was so acute, that/she could no longer lie still, and she got up to make

another search for food before going back to the sheep.

16 1. The band was quiet as Peggy slowly approached. 2. She quickened her pace when she saw that one/burro was awake and standing/its head/held high, its long ears to/the east. 3. She sniffed the edge of the sage toward which the burro's ears were pointed. 4. She smelled nothing but the sheep. 5. While she was working carefully around the band, a great owl sailed down the canyon on/silent wings, skimming a few feet above the sheep. 6. She must move moved upstream N.T. a few yards when suddenly the second burro [stɹɑɪd] stirred. 7. Peggy turned to look. 8. The band was quiet; only the ears of the burros/justified c-her [ɝ] alarm. 9. Alert to the danger of the ambush, she moved into the sage, taking each step [nɔɪzəs/i] [nɔɪzəs] noiselessly. 10. The coyote scent/it elude eluded her now, and she stopped on the top of the a small rise, testing the air, and listening to the stillness. 11. Then, from the base of the next knoll, she [kɛ] came c-came /to/ the startled bleat of a c-sheep [ʃi] sheep, followed by a second bleat that rang with fear, and the a third filled with pain before it was a choke of choked to silence. 12. Peggy plunge plunged through the sage

17 1. In a desperation depression about twenty feet wide, shape shaped like an/[æm-fɪ.bɪ.θ-θər] [ɛ'] amphitheater, [əω] a defenseless ewe had been brought down. 2. A slashed tendon at and torn throat were visible. 3. Two coyotes stood tensely over their kill. 4. At the sound of the agony in the [əɪz] ewe's last bleat, all caution left Peggy. 5. There was no time for/a detective deceptive approach or a plan planned attack. 6. The final leap on of her headlong charge carried her from the rim/of the hollow into the mist midst of the surprised coyotes. 7. They acted [ɪnsli] instantly to avoid the dog's long white teeth. 8. Their movements/c-hindered [hɑrdərd] hindered each/other, as Peggy's heavy shoulder struck one

coyote on the hindquarter, sending it off its feet. 9. Her momentum carried her to the back of the hollow. 10. Stumbling on the steep slope, she turned at bay. 11. The coyotes nimbly leaped to opposite sides of the hollow, stopping to turn back at the rim. 12. They had tasted blood and were not to be cheated of their prize by the weakened sheep dog, who stood silently by the dead ewe. 13. The two had hunted as a team and were masters of feinting, dodging, slashing, and killing. 14. From opposite sides of the basin they snarled down on Peggy with teeth bared, ears flat, the hair on their backs raised, and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog. 2. She turned to meet the threat, only to have her left shoulder torn by the needle-sharp fangs of the second coyote. 3. The first animal had merely feinted then leaped out of the way. 4. Their method of fighting was not to come to grips with an adversary but to worry and torment it until a hamstring could be cut and their prey was helpless; then to the kill. 5. Both coyotes regained their vantage points at each side of the hollow and this time the thrust came from the left. 6. As Peggy turned to face it, her right flank was ripped. 7. The first coyote followed through this time and for a moment, both coyotes and Peggy were a snarling whirl of fury. 8. One of her ears was in shreds, and bunches of fur were torn from her neck before the coyotes danced away.

19 1. Peggy felt the weariness in her bones and the sluggishness in her muscles as she edged farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

[ɛkskeɪp] [ʃurdʒ] [lɛˀ]/[bækən] [əʊ]
urge for escape surged through her, but when her hind legs backed against the dead ewe, the
to/ fight the
desire for flight left her. 3. The sheep must be protected. 4. She felt almost overwhelmed as she faced the coyotes. 5. She stood on her hind feet and thought fought fang to fang
and a chunk the
with one of them who tore chunks of fur and hide from her neck, while the other slashed a
c-position c-her back
[ən] [pə] the back
hind foot. 6. Then both leaped out of range. 7. Regaining her position with her back to
[əʊ]
the ewe, Peggy knew that her quivering muscles would not respond much longer. 8. Then she
the a surprise the
remembered her advantage when she had surprised the coyotes and she gathered herself for a
and the snarled at the
final effort. 9. She looked up at the snarling coyotes on either side, watching as they
from
settled themselves for their next assault.

20 1. The darting attack came as before. 2. This time Peggy leaped forward instead of turning to meet one of her enemies. 3. In mid-air she crashed into the coyote on her right.
great c-had [s]
4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote rolled over and over. 6. Before it could get up, Peggy drove her fangs into the back of
the and [ən-tɪl]
its neck with all the fury of her pain and fear. 7. Her teeth sank deep until they were
a [h,hif]/ small
stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground.
9. There was a twisting yank, and something snapped. 10. The other coyote turned back
[frəŋ] Penny loosened on she
to the fray as Peggy loosed her grip on the animal at her feet and slowly raised her head,
bare the flatten
teeth bared and ears flattened. 11. She took one slow step forward and saw the coyote
feet back as
hesitate; then another step as it spread its back feet to spring; a third step, and the
c-side
[də]
coyote turned its head sharply from side to side. 12. Looking past her, it changed the

position of its front feet. 13. Peggy's numbed (number/) brain told her to move forward. 14. She could not know that the coyote had just sensed (c-just [ʤə]) the loss of its mate and felt (was) fear for the first time. 15. She was relieved [ri-livd] when it jumped (c-jumped sideway) sideways [tʃ] and disappeared as she took her fourth step. 16. For a moment (at), she dully watched where the coyote had been, her teeth still bared (bare) in a silent snarl [skarl]. 17. Slowly her fear left, and weakness took its place. 18. She sank down, too sore and faint [feenck] to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash before Peggy was able to struggle to her feet Ø. 2. Her painful steps took her through the sage and across the bedding ground (of). 3. It seemed to be an endless distance to the camp (of) Ø and. 4. Again and again she paused, and it seemed she would just collapse (just would). 5. The sounds of the sheep beat [bitad] upon her, but she could not go to them yet. 6. Though (through) her eyes were open, she failed to see that two men had ridden down the canyon to the camp (come/) and were dismounting from their horses (in front). 7. "You were right about the camp, boss," said the younger man Ø. 8. Ø When we (he) saw it from up on the ridge [ʤ] ⊙ you said there was something wrong Ø. 9. I (but) can see a few sheep and (and) hear [hərdz] more farther down the canyon. 10. They must be scattering."

22 1. The boss took in the camp at a glance, missing nothing. 2. He stepped into the tent, only to return in a moment to say (saying), "It's worse than you think, Jake. 3. The herder is dead. 4. Been dead some time." 5. He walked to the body of Chip ⊙ and as Jake approached, the boss said simply [simpli], "Coyotes". 6. He had turned his attention to the yapping puppies [japɪŋ], backed (c-puppies back) [pækt] as far as they could into (in) the saddlebag (saddlebags), when Jake (Jane/) stepped to his horse and drew a rifle

from the scabbard [skæ̃ʔ] 7. "Hey, boss," he said called softly, "what do you make of this coming

along the edge of the sage? 8. Whatever it is, it's got going to be a the blind [stɹæg|ə, |ər] staggers." 9. He

raised his rifle. 10. The quick eyes quickened of the boss found what he Jake saw, and he shouted,

"Don't shoot! That's Peggy." 11. Both men stood still as the big dog went past and without

noticing them, to lie down heavily [hɛv] c-heavily near her pups puppies. 12. "WHAT in A HECK OF A TIME

she
c-she's bad
she [hə'] 13. GET SOME GRUB-LOTS OF IT," THE BOSS SAID SOFTLY.
SHE'S HAD.

STOP

GMN ID 016 Grade 08 Tape 21;2:65-70 Story #59

Sheep Dog

T: Very good. Fine reading. What happened in the story?

Ch: Well it was about this sheep dog that was with this herder and they were herding the sheep and there was some, the dog could tell there was something wrong with the (NT) of the sheep herder because he'd always stop and have these coughing spells. And then one day when she awoke that she knew that the herder was supposed to be out herding the sheep. She went into the thing and she found him and she barked and all and everything but he didn't pay no attention. And her mate had got badly wound by a coyote fight just before this. So she had to take care of the flock all by herself and she had to keep them together and everything and she was didn't have no food or nothing, she's supposed to keep them all together. So she um went and watched the sheep and kept them together from scattering up the side of the slope. And she heard uh at night she knew it was time for the coyote fires but the herder was dead and he couldn't make them, so she had to stay with the sheep all night and she was having fights with coyotes and stuff. Tore up a little before the boss and this other man came down.

T: Very good. Did anything exciting happen in the story?

Ch: Mm-hm.

T: What?

Ch: It showed how a dog could handle itself, you know, know what happened when it was trained.

T: Was there anything sad in the story?

Ch: Mm-hm. The herder was, died, and the dog, other dog, got killed.

T: Was there anything happy in the story?

Ch: Mm-hm. Peggy had her puppies that she lost.

T: Very good. Did you like that story?

Ch: Mm-hm.

T: OK. Fine job. Thank you very much.

Ch: OK.

GOODMAN STORY #59 TAPE 22;1;0-65 22;2;0-15 GRADE 08 ID 017 SEX M ETHNICITY Black AGE 14

READING LEVEL Average TRANSCRIBED BY _____ DATE _____

START

1 1. The rays of the setting sun lingered over the high Arizona desert, touching the rocky [lindʒərd] rock
tip of the [blæd- dʒərd] Badger Mountain and the [taɪn] and the tinted [ʌ] tinting the bold face of the Antelope Rim [rə] c-Rim. 2. The shallow basin of the
Salt Creek Wash became a gathering pool of darkness where a band of eight hundred sheep with
their lambs were bedding down for the night on a small patch of meadow. 3. Two burros,
their long grey ears sagging in the drowsy [s] drowsiness, ① the ② c-drowsiness ③ c-stood [stʌd] ④ c-solidly ⑤ c-sheep sleep [ʃ]
stood stolidly in the midst of the sheep.

4. The frantic bleating became less frequent as two sheep dogs gently urged the band into
(a) more compact mass and each ewe found her lamb.

2 1. It was fully dark when the alert ears of the larger dog caught the sound of a sharp
whistle from the small camp a hundred yards up the wash. 2. The dog turned to go, but (not)
until a last look over the band assured her that all was well and that her mate was patrolling
until c-a last / as assured c-her / assured he
the far side. 3. It had been a long day for the dogs, and Peggy limped heavily as she
approached the camp. 4. She went directly to the saddlebag home of her five puppies, born [boɔə˞]
sandbag / c-of / for
two weeks before while the hard drive had been under way. 5. She nosed the tight huddle
sleeping on the canvas flap and lay down. 6. Immediately the five black-button noses were
c-sleeping [sl] / c-noses / black c-button nose / black buttons [noɔ]
groping eagerly. 7. Her eyes became soft with pride and affection, but she didn't relax,
with c-pride [pr] / [æ] with / toward / to [túwɔr]
always being aware of (her) responsibility toward the band. 8. Peggy was a descendant of a
c-always [ɔ˞] / c-ā / the
long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular
c-indicated [ɪn]
breed, but her fine head and alert eyes hinted of collies that worked the sheep on the
c-of [hə] / c-worked [w]
Grampian Hills of Scotland. [græmpən]

3 1. The pups were sleeping, and she gave her attention to her left forepaw from which two toes were missing. 2. A coyote trap had caught her foot three years before, when she was little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled the contents of a saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you tonight." 6. He tossed her two cold biscuits, left from the morning meal. 7. He sat down on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and looked to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed the cool air of the late spring drifting down the wash, before lowering her head to drink the cold water of the small stream. 2. Through the still night the yelping wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze looking intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was only one coyote she heard. 5. She turned questioning eyes to the coughing herder and then to the sheep and the shadowy figure of Chip moving about the band. 6. The dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to work more than usual? 10. Why were there no coyote fires at night?

5 1. A high, thin wail came from the north this time, alerting both herder and dog. 2. He lifted his head wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been a bad year for rabbits, and the coyotes are hungry." 6. He picked up a small hatchet and started toward the rimrock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under rocky ledges and along the small trails in the sage. 9. The building of coyote fires was not new to her, although she was puzzled by the frequent stops when the herder rested after coughing spells. 10. Each evening they made a wide circuit of the bedding grounds and built fires on high points where they could be seen for miles around. 11. On nights when the fires were burning, she often heard coyotes singing a protest from distant ridges, while the sheep rested safely.

6 1. The herder lighted some brush against a dead juniper tree on top of the rimrock, not bothering to stack limbs against the trunk. 2. Peggy felt the difference in procedure; still she moved toward the place where the next fire might be built. 3. A short whistle halted her. 4. The herder was heading for camp. 5. "Come, Peggy. 6. Let's go. 7. One fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest is up to you and Chip." 10. She tucked her nose into his hand, and he patted the side of her head and gently pulled her ear; then he grabbed a handful of fur about her neck. 11. He shuffled slowly down the hill. 12. "Good dog. 13. You've got lots of work to do, for I am no longer of any use."

7 1. She had never heard this tone/and she gave him a questioning look. 2. "We're two days out from the corrals and a day late on the drive. 3. I sure hope the boss rides out to meet us." 4. The words "corrals" and "boss" meant things to Peggy, and she whined in recognition. 5. As they approached the bedded sheep, the moon rose, its cold light transforming the desert into a maze of line and shadow. 6. Chip splashed through the shallow stream to meet them. 7. The herder patted Chip and gave an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and he expected food, but he sat facing the sheep. 11. The herder made a slight movement with his hand, and Peggy knew she was to follow him.

8 1. The slanting rays of moonlight probed the shallow wash. 2. As they approached the tent, the thin wail of coyotes reached her ears from upstream, far to the north. 3. Herder and dog stopped to listen as the chorus rapidly rose and fell. 4. "Well, Peggy, sounds like about three of them have spotted our fire. 5. Guess they didn't have luck hunting alone." 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined forces and that hunger was driving them to the sheep. 8. Peggy lay down with her puppies; the herder stumbled into his tent..... 9. It was less than an hour before dawn. 10. The moon had set. 11. All was quiet. 12. As Peggy lay watching, the shadowy form of Chip appeared between the grey blur of the sheep and the knolls to the east. 13. His actions gave no hint of alarm. 14. Then her eyes caught movement in the sage near the top of the knoll, and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze to cause the movement of in the brush.

9 1. Her muscles tensed Ø 2. As she started forward ⊙ Chip wheeled to face of the knoll. 3. A
c-coyote [kaˀ]
coyote emerged from the edge of the sage, not fifty feet away, walking with its head down
toward the dog. 4. Chip held his stance between the sheep and the danger. 5. The coyote's
c-animal [æmənəl] c-in c-attacking
walk was not that of a rabid animal, nor was it of a the creeping approach it was just an [ə]
c-steadily [sə] c-leaped [wip]
the sheep. 6. It moved steadily forward. 7. As Chip leaped toward the coyote, it whirled
c-and the tantalizing [brəʊl]
and ran lightly up the slope, staying tantalizingly ahead and leading Chip toward the brow
of the knoll. 8. Peggy's desert training had taught her the answers to this maneuver. 9. She
c-raced [r]
raced toward the spot of where the coyote and Chip had disappeared from sight. 10. She was
c-successful [sʌtsɛtfʌl]
too late. 11. The coyotes coyote had laid a successful ambush for Chip and who was fighting for his
[plʌgd] tangled up [ɪæʃ] of the
life. 12. Peggy plunged over the brow and of the knoll into the tangle of slashing coyotes
and [wərld]
[woˀ, woo]
and whirling dog.

c-to into
10 1. The impact of her charge split up the fighting animals and sent one coyote spinning to
there was a leaving
the ground. 2. The nimble beast leaped away from her flashing teeth and was gone. 3. The
other
others followed after. 4. Peggy stood over her mate, awaiting an attack that didn't come.
3 the
5. Finally, Chip dragged himself to his feet. 6. He had a vicious tear at his throat, the
and vigorous 1 throat
4 tendon
2 tendon the hinge of a and c-his
tendon above one hind leg was severed, and his life spark was flickering. 7. Limping
[swɪrd] [ʊɹ] limped
was sanitary
slowly on three legs, he sought sanctuary in the herder's camp. 8. Peggy raced to the
[sʌnɪk] not beating
sheep. 9. The band that had been huddled about the stoic burros was a mass of bleating
[lʌrm] [ɛroʊ] [kʌntɛgʌrəs]
movement. 10. The alarm of the eves, frantic for their lambs, was contagious. 11. The
overflowing with the c-and starting
band overflowed the bedding ground of the [s] and started up the hillside. hillside

11 1. Peggy needed all her skill as she fought to control her charges, turning group after group back toward the center. 2. She concentrated on the leaders, knowing that the others would follow. 3. Barking occasionally to reassure them in their fright, she circled the band again and again as she had been trained. 4. At last it was milling, going nowhere. 5. When it became quiet, she was spent and trembling. 6. The peaceful glade was filling with warmth from the sun as the sheep moved to the creek for water, then spread slowly toward the hillside to search beneath the sage for succulent bunch grass. 7. Peggy looked again and again toward the camp. 8. The herder should be here to start them on the trail as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in one place. 10. A few lambs were already running astray, and she turned them back to the band before she set out for the camp.

12 1. At the sight of her, the puppies stopped their feuding and waddled hopefully toward her; but she turned to the open tent, hesitating under the flap before she walked in, and sniffed at the silent form. 2. Urgently she pawed the ground and whimpered, but there was no response. 3. For a moment she stood by the bed then bounded from the tent so fast that the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon before thrusting her head into the bag with the hungry puppies. 5. She turned once more to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She trotted to him, sniffing at his still head, whining close to his ear, pawing his shoulder.

7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

went through the camp. 10. She barely turned her head in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that the safety of the band depended on her.

13 1. The band was fanning out across the hillside in search of grass. 2. Peggy drove a few stragglers back into the fold, then worked up the hill, turning the flock so that all would feed in the same direction. 3. She patrolled the upper edge watching carefully that none should pass through the breaks in the rimrock to the plateau above, where they would become easy prey to the coyotes. 4. In the past, Peggy had known the herder's rifle to speak out sharply against a bold coyote. 5. Today there was no herder. 6. She did not leave the band or relax her vigilance. 7. The sun was high when she turned the sheep down from the hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows filled the valley by the time she urged them to the bedding ground. 9. As she passed the camp, she saw her forlorn puppies huddled at the saddlebag, and the urge to go to them was strong. 10. Turning away, she ran ahead of the sheep to hold them at the bedding ground.

14 1. It was well after dark when they were quiet and she could return to camp. 2. Her tail dropped in weariness and her head bobbed at each step, for the shale of the hillside had cut deep into the pads of her feet. 3. She stopped beside the saddlebag, and the puppies scrambled over her, searching for milk she didn't have. 4. She went to a saddlebag containing pots and pans and pawed it open, spilling the contents onto the ground. 5. She found the pan from which she had been fed many times, and licked it carefully. 6. Then

she discovered a bit of grease clinging to the frying pan. 7. The meager taste of food only made her hunger worse, and she tore frantically through the other bags. 8. There was nothing more to eat. 9. Her sense of routine told her it was time to build the coyote fires, but the tent was silent when she stopped at the open flap. 10. If there were no fires tonight she must return to the band. 11. She made a circle about the sheep, limping at each step, then started a much wider circle, stopping on the knoll to look across the open desert and test the air for danger. 12. Far to the south, a coyote call was answered by another far to the east. 13. Peggy looked to the south, then to the east, and began her slow circle.

15 1. Below her, she heard the bleat of a lamb that had wandered away from its mother, and she raced to it, brushing it roughly, knocking it down. 2. The helpless animal at her feet brought her hunger to mind, and she held it down with her paw, reaching savagely for its throat. 3. The strong sheep odor sweeping through her nostrils stopped her. 4. She had eaten mutton many times from the hand of the herder, but she had never killed a sheep. 5. She raised her paw, letting the lamb get to its feet, and drove it gently back into the band. 6. Long hours passed without incident while Peggy guarded the sleeping flock. 7. As she plodded back to camp, she sniffed at the hard-packed meadow for field mice. 8. Finally giving up in weariness, she lay down with her pups. 9. In an hour or two the moon would pass below the jagged peaks to the west. 10. Peggy tried to sleep, but it was no use. 11. Her hunger was so acute she could no longer lie still, and she got up to make

another search for food before going back to the sheep.

c-band [lænd] as c-Peggy [ɹəə²] approach she c-quickened quickly

16 1. The band was quiet as Peggy slowly approached. 2. She quickened her pace when she saw

that one burro was awake and standing, its head held high, its long ears at to the east

3. She sniffed the at edge of the sage toward which the burro's ears were pointed. 4. She

with c-the burro burros with [hə²] [wɪ²]

smelled nothing but the sheep. 5. While she was working carefully around the band, a great

owl sailed down to the canyon on a silent wings, skimming a few feet above the sheep. 6. She

moved upstream a few yards when suddenly the second burro stirred. 7. Peggy turned to look.

② as ③ quiet ② alert to
① as the band ① alert to the

8. The band was quiet only the ears of the burros justified her alarm. 9. Alert to the

③ danger ③ [nóozlɛsli] ④ the c-coyote
② [nóozli] ③ the quiet

danger of an ambush, she moved into the sage, taking each step noiselessly. 10. The coyote

[ɛldəɹd] her

scent eluded her now and she stopped on the top of a small rise, testing the air, listening

to the stillness. 11. Then, from the base of the next knoll, came the startled bleat of a

starting beat

sheep, following the beat that rang with fear, and a third filled with pain before

began

it was choked to silence. 12. Peggy plunged through the sage.

② ① in a desperation [desp] twenty c-feet wide twenty foot twenty feet wide [æmhɪbɪfəɹ] [dɪfɛ́nsɛblɛs] [ɛl]

17 1. In a depression about twenty feet wide, shaped like an amphitheater, a defenseless ewe

had been brought down. 2. A slashed tendon and a torn throat were visible. 3. Two coyotes

② of ① a ③ agony [ɛ́loəz] c-bleat blip

stood tensely over their kill. 4. At the sound of the agony in the ewe's last bleat, all the

[dɪfɛ́ndɪt]

caution left Peggy. 5. There was no time for a [dɪfɛ²] deceptive approach or planned plan of attack.

c-hollow [hɔ]

6. The final leap in of her headlong charge carried her from the rim of the hollow into the

She attacked

midst of the surprised coyotes. 7. They acted instantly to avoid the dog's long white

c-their the hindered each c-other [ʌ] c-Peggy's Peggy

teeth. 8. Their movements hindered each other, and Peggy's heavy shoulder struck one of the

coyotes in [mantrioonem] [maɑ]
coyote on the hindquarter, sending it off his feet. 9. Her momentum carried her to the

c-stumbling c-on studying [əˀ]
back of the hollow. 10. Stumbling on the steep slope, she turned at the bay. 11. The

[numbəli] the side
coyotes nimbly leaped to opposite sides of the hollow, stopping to turn back at the rim.

there had been a taste of c-cheated of their prize
there was where c-cheated of their prize
12. They had tasted blood and were not to be cheated of their prize by the weakened sheep

[oɑ]
dog, who stood silently by the dead ewe. 13. The two had hunted as a team and were

[frentlimen] [dɔgiŋ]
at [frentˀ]
masters of feinting, dodging, slashing, and killing. 14. From opposite sides of the basin

were [snarəli] ⊙[ɣət] and
they snarled down on Peggy with teeth bared, ears flat, and the hair on their backs raised,

for ā c-sudden
and [sʌd]
and their feet spread for a sudden spring.

c-coyote c-halfway
[ɣəɛl] [kəˀ] half
18 1. The coyote on Peggy's right made ā sudden leap that carried it halfway to the dog.

[ɣɛl]
2. She turned to meet the threat, only to have her left shoulder torn by the needle-sharp

[fɛ́ntɪd]
fangs of the second coyote. 3. The first animal had merely feinted, then leaped out of the

c-their the [ædvə́rsəri]
way. 4. Their method of fighting was not to come to grips with an adversary but to worry

the
and torment it until a hamstring could be cut and their prey was helpless; then to the kill.

advantage to
[vænt]
5. Both coyotes regained their vantage points at each side of the hollow, and this time the

turned to c-face
c-turned to [həfɛiˀ] her right flank was
[tərnə] her right flank was
thrust came from the left. 6. As Peggy turned to face it, her right flank was ripped.

for a
for [ə]
7. The first coyote followed through this time, and for a moment, both coyotes and Peggy

[wəˀ] ②[floriz]
were a snarling whirl of fury. 8. One of her ears was in shreds, and a [bə́ntʃə] of fur [jə]
②torn
torn from her neck before the coyotes danced away.

bone
19 1. Peggy felt tha weariness in her bones and the sluggishness in her muscles as she edged

farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

c-for to urge for escape surged through her, but when her hind legs backed against the dead [oʊ] ewe, the desire for flight left her. 3. The sheep must be protected. 4. She felt almost over- she felt c-almost [ʃuʳ] whelmed as she faced the coyote coyotes. 5. She stood on her hind feet and fought on her hind legs c-feet too fang and [fæŋ] to fang with one of them who and tore chunks of fur and hide out of the from her neck of their, while the other slashed a hind foot. 6. Then both leaped out of range. 7. Regaining her position with her back to regain the ewe, Peggy knew that her quivering muscles would not respond much longer. 8. Then she [oʊ] She c-Peggy remembered her advantage when she had surprised the coyotes and she gathered herself for a [ə] surprise a c-coyotes [kaɪəʳ] final effort. 9. She looked up at the snarling coyotes on either side, watching as they settled themselves for their themself the next assault.

c-forward [fɹáɪmə]
20 1. The darting attack came as before. 2. This time Peggy leaped forward instead of turning to meet one of her enemies. 3. In mid-air she crashed into the a coyote on her right. c-her [ʃ] 4. Her greater weight kept her on her feet and as she had sensed it would. 5. The coyote coyotes rolled over and over. 6. Before it could get up, Peggy drove her fangs into the back of its neck with all the fury of and her pain and fear. c-and [ɹnə] 7. Her teeth sank deep until there they were stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground. ① c-yank ② c-something ③ some 9. There was a twisting yank, and something snapped. 10. The other coyote turned back and twisted and yanked it and a Sometime to the fray as Peggy loosened her grip of on the animal at her feet and slowly raised her head, at c-her the her feet N.T. her teeth bared and ears flattened. 11. She took one slow step forward and saw the coyote c-hesitate [hɛzɪnɪnt] hesitate; then another step as it spread its back feet to spring a third step, and the she her [ɹ'] time coyote turned its head sharply from side to side. 12. Looking past her, it changed the

position of its front feet. 13. Peggy's numbed brain told her to move forward. 14. She could not know that the coyote had just sensed the loss of its mate and felt fear for the first time. 15. She was relieved when it jumped sideways and disappeared as she took her fourth step. 16. For a moment, she dully watched where the coyote had been, her teeth still bared in a silent snarl. 17. Slowly her fear left, and weakness took its place. 18. She sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash before Peggy was able to struggle to her feet. 2. Her painful steps took her through the sage and across the bedding ground. 3. It seemed to be an endless distance to the camp. 4. Again and again she paused, and it seemed she would just collapse. 5. The sounds of the sheep beat upon her, but she could not go to them yet. 6. Though her eyes were open, she failed to see that two men had ridden down the canyon to the camp and were dismounting from their horses. 7. "You were right about the camp, boss," said the younger man. 8. "When we saw it from up on the ridge, you said there was something wrong. 9. I can see a few sheep and hear more farther down the canyon. 10. They must be scattering."

22 1. The boss took in the camp at a glance, missing nothing. 2. He stepped into the tent, only to return in a moment to say, "It's worse than you think, Jake. 3. The herder is dead. 4. Been dead some time." 5. He walked to the body of Chip, and as Jake approached, the boss said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed as far as they could into the saddlebag, when Jake stepped to his horse and drew a rifle

from the [s] from the scabbard [skæb] 7. "Hey, boss," he called softly, "what do you make of this coming [kʌmɪŋ]

along the edge of the sage? 8. Whatever it is, it's got the blind staggers." 9. He raise raised his rifle. 10. The quick eyes of the boss found what [ʍɑ] Jake saw, and he shouted,

"Don't shoot! That's Peggy." 11. Both [bɔθ] men stood [s] still as the big dog went past, without

noticing them, to lie down heavily near her puppies pups. 12. WHAT Ā HECK OF A TIME

she
SHE'S HAD. 13. GET SOME GRUB -- LOTS OF IT," THE BOSS SAID SOFTLY.

STOP

11;6 through 13;4 SEARCH BENEATH... HERDER'S RIFLE TO SPEAK

<reader omitted this portion of the text, probably due to a mistake in turning the page during the tape-recording session>

T: OK, tell me what happened in that story.

Ch: It was about um a man um of herders. They were herders sheep herders and they had two dogs uh uh for the sheep you know and um it was about they had run out of food and coyotes everybody had ran out of food and coyotes were coming to get food too. And the man was weak. Well the dog had saved the sheep so the dog the coyotes had were coming to um get some food for the um give the sheep the food. And so they just used the sheep.

T: Who was in this story?

Ch: The dog that saved was Peggy and the mate was Chip.

T: Who else was in the story?

Ch: The old man I thank his name was Jake I think.

T: Did anything sad happen in this story?

Ch: The um Peggy's mate uh died. Coyotes killed him.

T: Did anything funny happen in this story?

Ch: I don't think so.

T: Did anything happy happen in this story?

Ch: At the end. They found the dogs.

T: Did anything exciting happen in this story?

Ch: The fight between the dog and Peggy, the coyotes and Peggy.

T: Mm-hm. Did you like this story?

Ch: Yes it was pretty good.

T: What do you think it was trying to tell us?

Ch: Um, always be ready for anything that might happen.

T: What did you think of Peggy? Was she a good dog?

Ch: A loyal dog.

T: Mm-hm.

Ch: She didn't give up the fight.

T: Mm-hm. You think that uh she was smart about what she did?

Ch: Yeah.

T: In what way?

Ch: When she started getting weak she uh planted, she knew that uh surprise would get the dog get the coyotes fast.

T: Uh-huh. Tell me about one of the exciting parts in the story.

Ch: When the dogs and the coyote had a fight the um Chip had got ambushed and Peggy came over to help him and uh Peggy was fighting with him. He surprised him and knocked the coyote away from Chip. And she started fighting with 'im.

T: Were there any other men in the story?

Ch: Um, the um, herders. That come along at the end.

T: OK.

GOODMAN STORY #59 TAPE 10;2;0-55 GRADE 08 ID 018 SEX F ETHNICITY Black AGE 13

READING LEVEL Average TRANSCRIBED BY _____ DATE _____

START

1 1. The rays of the setting sun lingered over the high Arizona (c-Arizona [hɛrə?]) desert, touching the rocky (c-rocky rock) tip of Badger (bagger) Mountain and tinting the bold face of/Antelope Rim. 2. The shallow basin of Salt Creek Wash became a gathering pool of darkness where a band of eight hundred sheep with their lambs were bedding down for the night on a small patch of meadow. 3. Two burros ([béroɑz]), their long grey ears sagging in drowsiness ([sɑɑlɪt-lɪ]), stood/([s,sɑɑl/ɪ?]) stolidly in the midst (mist) of the sheep. 4. The frantic bleating/became less ([frɪnkwə?]) frequent as two sheep dogs gently urged the band into a more compact mass and each/([ɛ/]) ewe found her lamb.

2 1. It was fully dark when the alert ears of the larger dog caught the sound of a sharp whistle from the small camp a few (few) hundred yards up the wash. 2. The dog turned to go, but not until a last look over the band assured her that all was (c-was [wə]) well and that her mate was patrolling the far side. 3. It had been a long day for the dogs (dog), and Peggy limped heavily as she approached the camp. 4. She went directly to the saddlebag home of her five puppies, born two weeks before while the hard drive had been under way. 5. She nosed the tight huddle (huddles/) sleeping on the canvas flap/and lay down. 6. Immediately the five black-button noses were groping eagerly. 7. Her eyes became soft with ([plɑɑ]) pride and affection, but she didn't relax,/always being aware of her responsibility toward (the) band./ ([tuwɜwɛrz]) 8. Peggy was (a descendant) (was a descendant descendant) of a long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular breed, but her fine head and (c-alert [ə?]) alert eyes hinted of collies that worked the sheep on the/Grampian Hills of Scotland.

3 1. The pups were sleeping, and she had c-gave had left gave her attention to her left forepaw from which two ② two c-toes ① paws toes ④ were missing ② were missing were missing. 2. A coyote trap had caught her foot three years before, when she was little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled the contents of the a saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you tonight." 6. He tossed her two cold biscuits, left from the morning meal. 7. He sat down on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and looked to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed the c-cool [kω?] cool air of the late spring drifting down the wash, before lowering her head to drink the cold water of the small stream. 2. Through the still night the yelping wail of a coyote was brought to her ears. 3. (A) growl swelled in her throat, and she froze looking intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was only one coyote she heard. 5. She turned questioning eyes to the coughing herder and then to the sheep and the shadowy figure of Chip moving about the band. 6. The dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to work more than usual? 10. Why were there no coyote fires at night?

c-her c-trained he [tre?]
c-questioning [kwe[tŋli]
c-shadowy shadow [ən]
why'd

5 1. (A) high, thin wail came from the north this time, [ar|ei|ɪŋ] alerting both herder and dog. 2. He lifted his head [wirili] wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been a c-bad [ha?] bad year for rabbits, and the coyotes are hungry." 6. He picked up a small hatchet and started toward the c-rim ring rim-rock rock west of camp. 7. Peggy was following. 8. Her hunger made her/sniff/hopefully/under rocky ledges and along the small trails in the sage. 9. The building of coyote fires was not new to her, although she was puzzled by the [kʌn,frʌnkənt] frequent stops when the herder rested after coughing spells. 10. Each evening they became made a wide circuit of the bedding grounds and built fires on high points/where they/could be/seen for miles around. 11. One night On nights when the fires were burning, she often heard/coyotes singing a protest for from distant ridges, while the sheep rested safely.

6 1. (The) herder lighted some bush brush against a dead/juniper tree on/top of (the) the c-rimrock rim rimrock, not bothering to stack limbs against the trunk. 2. Peggy felt the difference in procedure; still she moved toward the place where the next fire might be built. 3. A short whistle halted her. 4. The herder was c-heading [kʌ̃?] heading for the camp. 5. "Come, Peggy. 6. Let's go. 7. One fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest is up to you and Chip." 10. She tucked her nose into his hand, and he patted the side of her head and gently pulled her ear; then he grabbed a handful of fur about her neck. 11. He shuffled slowly from down the hill. 12. "Good dog. 13. You've got lots of work to do, for I am no longer of any use."

7 1. She had never heard this tone and she gave him a [kwɛstɪŋ] questioning look. 2. "We're two days [deɪ] out from the corrals and a day late on the drive. 3. I sure hope the boss rides out to meet us." 4. The words "corrals" and "boss" meant things to Peggy, and she whined in recognition. 5. As she they approached the c-bedded embedded bedded sheep, the moon rose, its cold light transforming the/desert into a maze of line and shadow. 6. Chip splashed through a the shallow/ stream to meet them. 7. The herder patted Chip and gave an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and had he expected food, but he sat facing the sheep. 11. The herder made a slight movement with his hand, and Peggy knew she was to follow him.

8 1. The slanting rays of moonlight probed the shallow wash. 2. As they approached the tent, the thin wail of coyotes reached her ears from upstream, far to the north. 3. Herder and dog stopped to listen as the chorus rapidly rose and fell. 4. "Well, Peggy, sounds like about three of them have spotted our fire. 5. Guess they don't didn't have luck hunting alone." 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined forces and that the hunger was driving them to the sheep. 8. Peggy lay down with her puppies; the herder stumbled into his tent..... 9. It was less than an hour before dawn. 10. The moon had set. 11. All was quiet. 12. As Peggy lay watching, the shadowy form of Chip appeared between the grey [blur] blur of the sheep and the knolls in to the east. 13. His actions gave no hint of alarm. 14. Then her eyes caught a movement in the sage near the top of the knoll, and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze to cause a [moomən] movement in the brush.

9 1. Her muscles (c-her muscle / his muscles) tensed (tense / tensed). 2. As she started forward, Chip wheeled to face the (the c-knoll [nʌ?]) knoll. 3. A coyote emerged from the edge of the sage, not fifty feet away, walking with its head down toward the dog. 4. Chip held his stance between the sheep and the danger. 5. The coyote's walk was not that of a [ræbɪt] rabid animal, nor was it the creeping approach it used in attacking the sheep. 6. It moved [stɛ́dili] steadily forward. 7. As Chip leaped toward the coyote, it whirled and ran lightly [tɛntəlaɪzɪŋli] / [tɛntəm] (to) up the slope, staying tantalizingly ahead and leading Chip toward the [braʊ] brow of the knoll. 8. Peggy's desert training had taught her the answer to (this) the maneuver. 9. She raced toward the spot where the coyote and Chip had disappeared from sight. 10. She was too late. 11. The coyotes had laid a successful ambush for Chip who was fighting for his life. 12. Peggy plunged over the brow of the knoll into the tangle of slashing coyotes and whirling dog.

10 1. The impact of her charge split up the fighting animals and sent one coyote spinning to the ground. 2. The nimble beast leaped away from her flashing teeth and was gone. 3. The others followed after. 4. Peggy stood (c-over [ʌvɚ]) over her mate, awaiting an attack that didn't come. 5. Finally, Chip dragged himself to his feet. 6. He had a vicious (c-tear [tɪr]) tear at his throat, the (c-tendon [tɛnt-]) tendon above one hind leg was [sʌvɪ́rd] severed, and his life spark was flickering. 7. Limping slowly on three legs, he sought [sɛ́n-ʧɹɪli] / [sɛn, sɛn] sanctuary in the herder's camp. 8. Peggy raced to the sheep. 9. The (the c-band [bʌ?]) band that had been huddled about the stoic (burro) burros was a mass of bleating movement. 10. The alarm of the [joʊz] ewes, frantic for their lambs, was contagious. 11. The band overflowed the bedding ground and started up the (hillside) hillsides.

1359

11 1. Peggy needed all her/skill as she fought to control her charges, turning group after group (back) toward the center. 2. She concentrated on the leaders, knowing that the others would follow. 3. Barking occasionally to reassure them in their fright, she circled the band (again) and again as she had been trained. 4. At last it was milling, going nowhere. 5. When it became quiet, she was/spent and trembling. 6. The peaceful glade was filling with warmth from the sun as the sheep moved to the creek for water, then spread slowly toward the hillside/to search beneath the sage for succulent bunch grass. 7. Peggy looked again and again toward the camp. 8. The herder should be here to start them on the trail as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in one place. 10. A few lambs were already running/astray, and she turned them back to the band before she set out for the camp.

12 1. At the sight of her, (the) puppies/stopped their feuding and waddled hopefully toward her; but she turned to the open tent, hesitating under the flap before she walked in,/and sniffed at the silent form. 2. Urgently she pawed the ground and whimpered, but (there) was no response. 3. For a moment she stood by the bed then bounded from the tent so fast that the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon before thrusting her head into the bag with the hungry puppies. 5. She turned once more to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She trotted to him, sniffing at his still head, whining close to his ear, pawing his shoulder.

7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

went through the camp. 10. She barely turned her head in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that the safety of the band depended on her.

13 1. The band was fanning out across the hillside in search of grass. 2. Peggy drove a few stragglers back into the fold, then worked up the hill, turning the flock so that all would feed in the same direction. 3. She patrolled the upper edge watching carefully that none should pass through the breaks in the rimrock to the plateau above, where they would become easy prey to the coyotes. 4. In the past, Peggy had known the herder's rifle to speak out sharply against a bold coyote. 5. Today there was no herder. 6. She did not leave the band or relax her vigilance. 7. The sun was high when she turned the sheep down from the hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows filled the valley by the time she urged them to the bedding ground. 9. As she passed the camp, she saw her forlorn puppies huddled at the saddlebag, and the urge to go to them was strong. 10. Turning away, she ran ahead of the sheep to hold them at the bedding ground.

14 1. It was well after dark when they were quiet and she could return to camp. 2. Her tail dropped in weariness and her head bobbed at each step, for the shale of the hillside had cut deep into the pads of her feet. 3. She stopped beside the saddlebag, and the puppies scrambled over her, searching for milk she didn't have. 4. She went to a saddlebag containing pots and pans and pawed it open, spilling the contents onto the ground. 5. She found the pan from which she had been fed many times, and licked it carefully. 6. Then

she discovered a bit of grease clinging to the frying pan. 7. The meager taste of food only made her hunger worse, and she tore frantically through the other bags. 8. There was nothing more to eat. 9. Her sense of routine told her it was time to build the coyote fires, but the tent was silent when she stopped at the open flap. 10. If there were no fires tonight, she must return to the band. 11. She made a circle about the sheep, limping at each step, then started a much wider circle, stopping on the knoll to look across the open desert and test the air for danger. 12. Far to the south, a coyote call was answered by another far to the east. 13. Peggy looked to the south, then to the east, and began her slow circle.

15 1. Below her she heard the bleat of a lamb that had wandered away from its mother, and she raced to it, brushing it roughly, knocking it down. 2. The helpless animal at her feet brought her hunger to mind, and she held it down with her paw, reaching savagely for its throat. 3. The strong sheep odor sweeping through her nostrils stopped her. 4. She had eaten mutton many times from the hand of the herder, but she had never killed a sheep. 5. She raised her paw, letting the lamb get to its feet, and drove it gently back into the band. 6. Long hours passed without incident while Peggy guarded the sleeping flock. 7. As she plodded back to camp, she sniffed at the hard-packed meadow for field mice. 8. Finally giving up in weariness, she lay down with her pups. 9. In an hour or two the moon would pass below the jagged peaks to the west. 10. Peggy tried to sleep, but it was no use. 11. Her hunger was so acute she could no longer lie still, and she got up to make

another search for food/before going back to the sheep.

16 1. The band was quiet as Peggy slowly approached. 2. She quickened her pace when she saw that one burro was awake and standing, its head held high, its long ears to the east. 3. She sniffed the edge of/sage toward which the burro's ears were pointed. 4. She smelled nothing but the sheep. 5. While she was working carefully around the band, a great owl sailed down the canyon on silent wings, skimming a few feet above the sheep. 6. She moved/upstream a few yards when suddenly the second burro stirred. 7. Peggy turned to look. 8. The band was quiet; only the ears of the burros justified her alarm. 9. Alert to the danger of ambush, she moved into the sage, taking each step noiselessly. 10. The coyote/scent eluded her now, and she stopped on the top of a small rise, testing the air, listening to the stillness. 11. Then,/from the base of the next knoll, came the startled bleat of a sheep, followed by a second bleat that rang with fear, and a third filled with pain before it was choked to silence. 12. Peggy plunged through the sage.

17 1. In a depression about twenty feet wide, shaped like an/amphitheater, a defenseless ewe had/been brought down. 2. A slashed tendon and torn throat were visible. 3. Two coyotes stood tensely over their kill. 4. At the sound of the agony in the ewe's last/bleat, all caution left Peggy. 5. There was no time for/a deceptive approach or planned attack. 6. The final leap of her headlong charge carried her from the rim of the hollow into the midst of the surprised coyotes. 7. They acted instantly to avoid the dog's long white teeth. 8. Their movements hindered each other, and Peggy's heavy shoulder struck one

coyote on its/ the hindquarter, sending [ɪn] it off its feet. 9. Her [moomɪntəm] momentum carried her to the/ back of the/hollow. 10. Stumbling on the steep slope, she turned at bay. 11. The coyotes nimbly/ leaped to the/opposite side sides of the hollow, stopping/ to turn back at the rim. 12. They had tasted blood and were not to be cheated of their prize by the weakened sheep dog, who stood silently by the dead [iʊ] ewe. 13. The two had/hunted as a team and were masters of [fentɪŋ] feinting, dodging, slashing, and killing. 14. From opposite sides of the basin they snarled down on Peggy with teeth bared, ears flat, the hair on their backs raised, and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog. 2. She turned/to meet the threat, only to have her left shoulder torn by the needle-sharp fangs of the second coyote./ 3. The first animal had merely feinted [fentəd], then leaped out of the there way. 4. Their method of fighting was not to come to grips with an/adversary but to worry and torment it with until a hamstring could be cut and their prey was helpless; then to the kill. 5. Both coyotes regained to their vantage points at each side of the hollow, and this time the thrust came/from the left. 6. As Peggy turned/to face it, her right flank was ripped. 7. The first coyote followed through this time, and for a moment, both coyotes and Peggy were a snarling whirl of fury. 8. One of her ears was in shreds, and/ threads bunches the bunch of fur furs were torn from her neck before the coyotes danced away.

19 1. Peggy felt the weariness in her bones and the c-sluggishness [slʌgɪ?] sluggishness in her muscles as she edged farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

[ɛkskeɪp] [juwə]
urge for escape surged through her, but when her hind legs backed against the dead ewe, the desire for flight left her. 3. The sheep must be protected. 4. She felt almost overwhelmed as she faced the coyotes. 5. She stood on her hind feet and fought fang to fang with one of them who tore c-chunks chucks of fur and hide from her neck, while the other slashed in a hind foot. 6. Then both leaped out of range. 7. Regaining her c-position [pəz] position with her back to [ɹjw] the ewe, Peggy knew that her quivering muscles would not respond much longer. 8. Then she [ɛksprizd] remembered her advantage when she had surprised the coyotes, and she gathered herself for a final effort. 9. She looked up at the snarling coyotes on either side, watching as they settled themselves for their next assault.

c-forward for
20 1. The darting attack came as before. 2. This time Peggy leaped forward instead of turning to meet one of her enemies. 3. In mid-air she crashed into the coyote on her right. kept her on her on her/ c-would [kə]
4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote rolled over and over. 6. Before it could get up Peggy drove her fangs into the back of the its neck with all the fury of her pain and fear. 7. Her teeth sank deep until they were stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground. 9. There was a twisting yank, and something snapped. 10. The other coyote turned back to the fray as Peggy loosened her grip on the animal at her foot feet and slowly raised her head, teeth/ bare bared and ears flattened./ 11. She took one slow step forward and saw the coyote c-as [ɹə] hesitate; then another step as it spread its back feet to spring a third step, and the [ɹəɹ]

coyote turned its head sharply from side to side. 12. Looking past her, it changed the

position of its front/feet. 13. Peggy's numbed brain told her to move forward. 14. She could not know that/the coyote had just sensed the loss of its mate and felt fear for the first time. 15. She was relieved when it/jumped sideways and disappeared as she took her fourth step. 16. For a moment, she dully watched where the coyote had been, her teeth/still bared in a silent snarl. 17. Slowly her/fear left, and weakness took its place. 18. She sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over/the sides of the shallow wash before Peggy was able to struggle to her feet. 2. Her painful steps took her through the sage and across the bedding ground. 3. It seemed to be an endless distance to the camp. 4. Again and again she paused, and it seemed she would just collapse. 5. The sounds of the sheep beat upon her, but she could not/go to them yet. 6. Though her eyes were open, she failed to see that two men had ridden down the canyon to the camp and were dismounting from their horses. 7. "You were right about the camp, boss," said the younger man. 8. "When we saw it from up on the ridge, you said there was something wrong. 9. I can see a few sheep and hear more farther down the canyon. 10. They must be scattering."

22 1. The boss took in/the camp at a glance, missing/nothing. 2. He stepped into the tent, only to return in a moment to say, "It's worse than you/think, Jake. 3. The herder is dead. 4. Been dead some time." 5. He walked to the body of Chip, and as Jake/approached, the boss/said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed as far as/they could into the saddlebag, when Jake stepped to his horse and drew a rifle

from the [skæb-bɔr] scabbard. 7. "Hey, boss," he said soft called softly, "what [tʃu] do you make of this coming

along the edge of the sage? 8. Whatever it is, it's got the blind staggers." 9. He

raised his rifle. 10. The quick eyes of the boss found what Jake said [s] saw, and he shouted,

"Don't [ʃ] shoot! That's Peggy." 11. Both men stood still as the big dog went past, without

noticing them, to lie down [noɪs] heavily near her pups. 12. "WHAT A HECK OF A TIME SHE'S

HAD. 13. GET SOME GRUB--LOTS OF IT," ~~THE~~ N.T. BOSS SAID c-softly slightly SOFTLY.

STOP

don't c-shoot

GMN ID 018 Grade 08 Tape 10; 2; 55-70 Story #59

T: Well, tell me what happened in it.

Ch: It was about, uh, a sheep herder and his how he herd his sheep and his sheep dog Peggy. The, uh, sheepherder was, um, Chip and the dog's name was Peggy. And they, um, at night Peggy would go they would start coyote fires so the coyotes wouldn't get the, um, sheep. One night when Peggy was with her pups some coyotes came and they, uh, Chip was tussling with the coyotes and they they hurt Chip real bad and then Chip died and the next morning, uh, Peggy had the responsibility of tending to the sheep by herself because there wasn't anybody else there to help her. And while she was attending to the sheep some coyotes came and Peggy got into a tussle with the coyotes and they hurt her real bad but she killed one of the coyotes and one was still alive and after Peggy started to go forward toward the coyote he got kind of scared because he had lost his mate and he sort of ran. And so then Peggy she was kind of hurt real bad and she couldn't make it to the camp. She was going real slow. And while she was about halfway to the camp, some men spotted her, a man named Jake and, uh, I guess it was Chip's boss. And so he said, he told the boss, he said that he was right about something was wrong at the camp and then he went inside to the tent and he saw Chip was dead and he told his boss that it was worse than he thought because the herder was dead and he had been dead quite a while and Peggy was there by herself, um, herding the sheep but they didn't know that and so he looked across the field and he saw, uh, dog coming and he got ready to shoot. But the boss saw him just in time and he recognized his being Peggy. He told Jake not to shoot because it was Peggy and he said that she had been through a lot because she had to take care of the sheep and fight the coyotes off. And he sent Jake to get some food, and he told him to get plenty because Peggy needed it.

T: Very good. Was there anyone else in the story?

Ch: Hm. I don't recall.

T: Mm-hm. What part did you think was exciting?

Ch: The part when Peggy was by herself and she had to, um, take care of the sheep and then the coyotes came and she was faced with, um, with the responsibility of saving her pups and the sheep also.

T: Mm-hm. Were there any sad parts in the story?

Ch: Yes when she lost Chip (NT). She was (abali), Peggy was kind of scared because she thought about, even though she was a dog she had to think about that she had the responsibility of taking care of them and she was by herself and Chip was gone now and he wasn't there to help her.

T: Was there any happy parts?

Ch: Yeah at the end when Jake and they spotted Peggy and they went to give her some food.

T: Did you think there were any funny parts in the story?

Ch: (Silence)

T: Which part did you like best?

Ch: (NT) When Mr., um, boss and Jake came to help Peggy, think that was the best part because

T: Mm-hm. You think there is any way that this story could be changed to make it more interesting or better?

Ch: Yeah.

T: How?

Ch: Um, it coulda had more characters and Peggy coulda been hurt and then she wouldn't have been able to help the sheep, nobody would have been there at the end. You know what woulda happened then you know. They would tried think up another ending for somebody else come and maybe um Peggy and Chip would have gotten killed both at the same time, the sheep would have been left there to die. And but then some more people came along and buried.

STUDY MSC TEXT Gray TAPE 10;2;0- ID 001 AGE 15 GRADE 09 SEX F ETHNICITY Black

READING LEVEL 2.0

START

A1 1. Look, Mother, look. 2. See me go. 3. I go up. 4. I come down. 5. Come here, Mother. 6. Come and play with me.

A2 1. A boy said, "Run, little girl. 2. Run with me to the boat." 3. They ran and ran. 4. "This is fun," said the boy. 5. "Look," said the girl. 6. "I see something in the boat. 7. It is my kitten. 8. She wants to play."

A3 1. One morning a boy made a boat. 2. "Where can I play with it?" he asked. 3. Father said, "Come with me in the car! 4. We will take your boat with us." 5. Soon the boy called, "Please stop. 6. I see water. 7. May I play here?" 8. "Yes," said Father. 9. "have a good time."

A4 1. One day five children went out to play in the beautiful white snow. 2. They played for a long time and then began to make snow animals. 3. One of the animals was a dog. 4. Soon the dog next door came out of the house. 5. When he saw the snow dog he said, "Bow-wow." 6. The children laughed. 7. "Now we have a dog that can bark."

A5 1. It was pet day at the fair. 2. The children were waiting for the parade of animals to begin. 3. They had trained their pets to do many different tricks. 4. Among them was a tall boy whose goat made trouble for him. 5. It kicked and tried hard to break away. 6. When it heard the band it became quiet. 7. During the parade it danced so well that it won a prize.

A6 1. Airplane/ pilots have many important jobs. 2. They fly passengers,/ freight, and mail from one city to another. 3. Sometimes they make dangerous rescues in land and sea/ accidents, and drop food where people/ or/ herds are/ starving. 4. They bring/ strange animals from dense jungles/ to our zoos. 5. They also serve as traffic police and/ spot speeding cars on highways.

A7 1. Hundreds of years ago, most of Europe/ was a very poor/ region. 2. But/ China, a large country in eastern Asia, had many of the comforts of a/ rich/ civilized nation. 3. Only a few people from Europe/ had visited this/ distant region. 4. One was the/ famous Marco Polo. 5. He learned some of the/ languages that were spoken in China and served its great/ ruler for many years.

A8 1. The/ eager spectators who had/ cheered the/ plucky Warriors through eight hard-fought innings were silent. 2. Only a run was/ required to defeat the much feared Champions, who had/ previously defeated all/ opponents. 3. The/ spectators had/ earlier criticized the umpire severely. 4. Now their faces were/ tense with/ excitement as the players took/ their positions.

STOP

A7; 4 ④ P- marco

A8; 1 ⑤ P- through
④ P- warriors [wɔr, wɔrz]

A8; 2 ⑥ P- champions
⑤ [tʃæn]
④ [tʃæmpən]

A8; 1 ④ the eager c- spectators

A8; 1 ⑥ P- silent
⑤ [sɪmplə?]
④ simple

A8; 3 ⑤ P- severly
④ seventh

GOODMAN STORY # 60 TAPE 24;1;1-48 GRADE 10 ID 001 SEX M ETHNICITY Black AGE ___

READING LEVEL Low TRANSCRIBED BY ___ DATE ___

START

1 1. Recently, I spoke (I've spoken) with a man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family [mɑɑrædʒ] mortgage and car payments won't be able to cure." 2. He, of course, envisions millions (c-he we) (which'll) [ɛnvɪ[əl] [m] million] of young trouble-makers shaving their beards (beard), dropping their hems, marching across the generation gap and acculturating in a sea of baby food, weed killer and convertible debentures. [ɛɪklarɛɪʃən] [əkloʊt] (c-baby body) [kənvərnɪŋ] [dibənərz] [di'bɛn'] [dibɛnərz]

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for a future they want and begin to accept a future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll. [pri-kənsɛpʃən] [maɪ] [maɪjoʊ'] (things arrive) (stop c-fighting facing) (that) [saɪjənɛnθɪs] [saɪdənɪs] (have divide) (son) [rɪs-pitəd] [r'] (c-risk of) (court) (a c-end) [ɛ'] (seem) [gaɪhoop] (last point)

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into a new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country. [wɪl] [w] [wɪðən] [waɪdnər] [wɪð'] (the) (the c-gap) [gr'] (slash) (controlled)

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders: [dɪsaɪnən'] [bɪrɛ- reɪtəd] [ælk-ən] [ɑltərnɛɪ-nɛɪtɪv] [prɑɪjən-ti] [prɑɪjən] (c-reincarnate) [rənə] [pə-lɪgətəl] [ʌsələɪ'sʌn] (planning) [əs-s] [ɪnətuleɪʃən-ɛleɪʃən] (today) [ɪnətu] [ɪnət]

Richard M. Nixon,/ [sɪrk] circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920;

plus the extra/added/ [ətræk] attraction of the congressmen and/ general/ generals trying/to bomb their way back

to the Stone Age with the a Vietnam war n.t. circa 1890.

5 1. When/200 million Americans sign a [ɜ-s-sændi] Sunday New York Times new york c-times/ new york news ad opposed to the Vietnam war,

the/ c-Pentagon [pɛn] Pentagon will/ c-retreat [rə'] retreat. 2. Likewise, we must call off the debate on the/ panther phantom

[poolɪgəgəl] political issues that has suppose divide issue have supposedly divided us in the past. 3. We will c-we c-will we'll no longer waste

our time debating whether or not/ intern it the internal combustion engine [kʌm-bʌsʃən] should be allowed to

[æksɪləreɪ'] [eɪ', æk] asphyxiate us, whether we should have ā/useless/anti-missile system to protect us from

imagine c-our or imaginary enemies, whether our children should be/ conscript conscripted to fight and die in the c-name same name

of leaders who enjoy handing out medals to widows./ 4. This senseless,/ [fɔrtɪl] futile debate between

the/ [ɔrstrəktrɪʃən] obstetrician and the [mɔrtɪtrɪʃən] mortician will end.

6. 1. For this is not the/Titanic, where ā lucky few can climb into life boys lifeboats and survive.

2. This is Air Force One, whether where there are no/ [peɪrɪkjutəs] parachutes 3. All of us/- President, [pɛlənts] pilot,

stewardess stewardesses, first- and second-class passengers - must/ [rɪ-spɛnətɛɪt] [rɪ-s-spɛnts] resuscitate a physically and

[dɪplɛnt] [ɪvɪvəlrɔnmənt] [dɛ'] morally/ depleted environment or go down together.

7. 1. The United States should leave lead the world in/taming technology./ 2. We will become ā

human [s,sænəri] sanctuary where SST's are neither built nor/ flow flown because we believe in the/ sanity sanctity

of (the)/ human eardrums eardrum. 3. Instead of building/ [sɪnθəli] c-alligators [ælɪgərz] synthetic alligators for amusement parks, we/

will save the real one ones in the Everglades. 4. We will c-will still stop offshore oil drilling so

children can swim [ʌ-gɛn] again off Santa Barbara/ and stop driving until we can see [sɪgən] Los Angeles./

1373 start 1.5

c-begun Strain [telegrə'-krǽtɪk]
8 1. But once we have begun [bikɛ̃ˀ] draining the/novocaine out of the political our politicians and [tɛk] technocrats,

neither
install [næðər] motor Smother
installed Ralph Nader as the president of General Motors and Tommy/Smothers as the head of

ourself
CBS, we will have to start looking/inward. 2. We will need to free/ourselves of the stereo-

c-Society c-to-to
type and grim violent Symbol
types, the greed, the/anxieties [ænʃəntiz] and vapid status symbols that/propel our society [s-s] 3. To-

new Angeles
morrow we must/crown a Miss America [əmɛrˀ] who has buck teeth,/cash in Las Vegas, abandon our

whose
calling cards and list everyone in/Who's Who./

[steɪzənɛs]
9. 1. Aging can no longer be/an excuse for stagnation [steɪs]. 2. We cannot continue [kʌntɪn] to stunt the

adult c-intentionally Keep
growth of adults as if they were/bonsai [bɔnsavi] trees,/intentionally [ən'] kept in a precarious biological

[priɔrɪtɪs] [baɪ-ɔdʒikəl]
[ɛɪvɛ̃ˀ]
environment where it is impossible to grow, change,/nature [nɪdʒəˀ] or expand, where it is impossible

[vɛt-tʃɪstat]
to do anything except/vegetate [vɛt] or die. 3. Man can no longer/allow/color television to suck

c-no not t.v.
[ɪntəlɛktəl]
his intellect down to the lowest/common [kəˀ] denominator [ʌntəˀ]. 4. He cannot continue to find his

lower c-common fight
highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in

c-centerfold
counter-fold
the centerfold.

10 1. He can't continue fighting his way up the/corporate [kɔrɛɪʃən] ladder. 2. For on top he will/find

to but the
c-one
himself only one more/assistant/executive unable to quit because he would lose the/fringe benefit of

will fight [bihɛ́ɪ] or
[wʌnə]
[fɪsɪrɛfɪ]
[fɪs-s-ʃɪsəʃəl]
c-Smash c-his
free physical psychiatric care needed because the job is driving him crazy. 3. He must/smash his

slash [hɪˀ]
shock-proof gold watch,/shed the corporate [kɔrɛɪʃən] tattoo/and come out of the mental retirement.

scale his ice the/ adult
11 1. When the scales start falling from their eyes, I suspect that many of today's adults

his the [gɔɪərs]
will/eventually join with their children in the fight against the men with goiters for/

1374 176

spark of c-our
[sambraɪ] [slʌk] his
cerebrums who want to do us in. 2. I suspect that, like Dr./Spock, many of our parents

[rɛkṣəlɪs]
are as troubled as we are. 3. They know reckless leaders are on the loose in America.

soaking/[rɪkstəri] officers c-is
[soə˞] verbal/ officer as
4. They know/the soaring rhetoric of our verbose government officials is only so much

[paluʈəd-ʃə˞] [ɛnəgəl]
[tʌrnə˞] [pə˞] ā [nʌðər]
thermal pollution, that the/present course is only leading to an eternal human blackout.

c-simply
force [s-s]
5.Eventually/they will join forces with their children or/simply move over and let/us pass.

govern
12 1. But when we find ā governor for California who does not believe that when you have seen

c-business get
businesses
one/redwood you have seen them all; when big business gives up trying to turn college/

[ɾɛɪsəkəl] [fəɪsəs] speechwriters turn the c-tele- [təl˞]
radicals into square roots; when/Spiro Agnew fires his speechwriter, turns off his tele-

prompter
throw ā [ɛglə̃r]
prompter and throws away his cue cards; when the new FBI/director catches/Eldridge Cleaver

and takes him out to dinner, then we/will have only/begun.

c-between
c-works/[buf˞]
[wə˞] ā for-coming
13 1. For there is another generation gap in the works, between us and our forthcoming

child / [rɛɪʃən] Seen c-through softening
children. 2. For if my generation has seen through the political and technical/ [s-s]
sophistry

time we have come
we still has no time
of the times, we still have not come to understand/ourself ourselves./ 3. From/the day in the sixth

[sprɪnɪk] [ʌsɛsəd] teacher became [gləbə˞]
[sə˞]
grade when our/Sputnik-obsessed teachers began clobbering us with homework, we have been

guilty rid to c-really
to read
too nervous, too anxious, too guilt-ridden to really know what we are/all about. 4. I

suspect it will/take my generation/many years to recover from our education. 5. We will

awake accidents [nʌgəs]/[kaɪɪŋ] out of/
continue to be awakened by nightmares about accidental smudges costing us points on our

[lɛk, lɛktroostæʈəli] grade/ c- losing
electrostatically graded answer sheets, of losing ā gold/star because we failed to finish

our milk and cookies.

[ʌ˞] though [koə˞fərɪŋ]
14 1. I suspect our children will find us a bit/stiff from all those confining years in the

[səlɛbrət˞]
classroom. 2.. They will probably find us too/cerebral, better at/thinking/than feeling,

better at seeing/ than/[sɛnsɪŋ] sensing, better at listening than touching./ 3. Caught mind-tripping,/
c-absorbing
we will be accused of [əzɔr] absorbing too much and seeking too little. 4. They may need our help
I'll c-sure I should need c-their these in c-freeing freezing from [ʌnɛ-əbɪləti] /
in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

15 1. There will be conflict between us because they were will not be bound by all the constraint constraints
of the mind that bind us. 2. They will know/[ʌnmɪstínkəli]/ instinctively what freedom is all about, and
no one will be able to take it away from them/ us/ 3. [kərnəlɔdʒikəl] Chronological age will become/less
they c-will
important; perhaps they [wə'] will force us to even stop using age as ā an excuse for/[æstínəkəl] obstinacy.
4. Maybe/we will stop declaring birthday birthdays for awhile and all lie about our age./

16 1. I suspect they might demand with/Kurt/[fʌnəkəl]/Vonnegut/that we/forget our linear [lɪŋəl] conception concept of
time, that we become "unstuck in/[ʌnlək] time" and [ʌbæn] abandon the/"illusion [ɪləs] we had have here on Earth that
one moment/ follow follows [wə'] another one, like beads on a string, and/that/once a moment it goes is gone it is
③all moments, past, present ④future [ɔl-wɛɪz]
gone forever... 2. ①all moments, past/ ②future All moments, past, present, and future, always have/[ĩsɪs] existed, always
[ĩsɪst]/
[æs]
will exist.

②c-2001 ④in the end c-I
17 1. Perhaps we will still reach 1984 and find/we are in/ ③the 20th/ ①in the end we/
c-who became/
of us [u'] who began this/[pərvæŋə'] pervasive generational rebellion will have section/ second thoughts when they we see that
what our children do to us. 3. But I hope/that instead of meeting them with/ mice Mace, we will
have ā the good sense of to meet them with love, help them on the their way and perhaps even join
them. 4. For/any generation could go wrong. 5. Even our own.
STOP

GMN ID 001 Grade 10 Tape 24;1:48-62 Story # 60

Generation Gap

T: OK. What did you think about that article?

C: Oh, it was it was pretty nice. It was telling some good information. It was talking about generation gap, and how uh one generation it do good when the other one be doing wrong. You know, doing going or bad. You know and um. This uh like one and uh they sah ah. President you tell him uh like tell him uh our generation you know, that he going to stop the war and he don't, and ah then they say about ah talking about Vietnam and now they're trying uh, ah, finish Vietnam and they want us to to go on in and stop it, and we don't uh. We never finish it and then they was talking about uh. Uh let me see. They talking about how we uh.

T: What does he mean when he talks about a generation gap?

C: Generation gap?

T: Mm-hm.

C: That um I I put it this way you may not think it's generation gap is that. That um one generation is trying uh like like now they say uh father and son. The son is either is trying to do like he is doing or or is not. He he don't like the way he is doing it or.

T: Does the author give any examples of what he thinks the generation gap is about?

C: Uh, uh. Yeah, he yeah he gave an example. Let me see (NT). Uh, let me see. Oh yeah he say uh that. I had it. I'm trying to remember.

T: It's hard. That's a difficult article and I know it's a difficult article. Does he mention any people in the article you said he mentioned President Nixon.

C: Yes. Spiro Agnew.

T: What did he say about him?

C: Spiro Agnew?

T: Mm-hm.

C: Uh, he was talking about he was fighting his uh his writers or something, and uh that. He don't like the way these writers, uh, you know talking about him and all that stuff like that.

T: He doesn't like the way the writers are talking about it. Does he mention anybody else?

C: Um. Talking about the New York Stock Exchange and. Um, let's see uh. (NT) talking about the Titanic uh that it's it's not uh a thing that you uh you you dove (NT) I mean life guard, boats out and they get saved and all and. It's not that easy. That's what the writer was talking about. And uh,

T: So what was the main point he was making when he was talking about that?

C: The main point was ah. That I guess it wasn't easy. That's all.

T: And what wasn't easy?

C: That uh you could um do one thing good and then go on and do another thing bad. Something like that.

T: Mm-hm, OK. How old do you suppose this guy who wrote the article is?

C: Who?

T: The author. How old do you suppose the author of this piece is?

C: What you mean? His personality?

T: No, just how old is he would you guess?

C: I say he's about. I wouldn't say he was older I say he was. He was. He was (NT).

T: I'm sorry. I couldn't hear you.

C: I say he wasn't old. I say he's in between young and old.

T: Mm-hm. Could you take a just a guess?

C: A guess. I'd say about. I'd say about 35. Might be older than that.

T: All right. And what does he think when he talks about the generation gap? Going to happen to the generation gap? He, he thinks it will disappear or get bigger or (NT) smaller. What?

C: Oh, yeah he say uh, uh they had a couple of decks in there too uh say about 1980. I think it was '84 that the generation of it, didn't change well. If it improved that it'll vanish. You know it'll disappear or get smaller. And they say uh then people will be going around saying that its uh one-thousand and one or something like that.

T: Does he think generation gaps are good or bad?

C: I say he say was good and bad. I wouldn't say it was I don't think he was. I guess he was just you know getting uh good and he was he was getting a little (NT) good and bad. That's all.

T: Mm-hm. Can you give some examples of that?

C: Example. Uh, let me see. Um, you say um like the one about the Titantic he say that it wasn't easy to save people like you know, don't like well uh you know. I mean. What am saving a lot of people and. Then another uh job we had um that about the father and son that it was the I mean. The father would like if he would do something good you know, and his son following his son. It be another word like the son don't like the way his father's you know doing things, and things like that.

T: OK. All right. Thanks very much, Ron.

GOODMAN STORY #59 TAPE 25;1;1-end 25;2;1-15 GRADE 10 ID 002 SEX M ETHNICITY Black AGE 16

READING LEVEL Low TRANSCRIBED BY _____ DATE _____

START

1 1. The rays of the setting sun lingered over the high (higher) Arizona desert, touching the rocky tip of Badger Mountain and tinting the bold face of Antelope Rim ([æntɛlop]). 2. The shallow (swallow) basin of Salt Creek Wash became ā gathering pool of darkness where ā band of eight hundred sheep with their lambs were bedding down for the night on ā small patch of meadow. 3. Two burros, their long grey ears sagging in drowsiness (the), (c-stolidly [s,s] [st,stoə˞]) stood stolidly in the midst (mist) of the sheep. 4. The frantic bleating became less frequent as two sheep dogs gently urged the band into ā more compact mass and each ewe found her lamb.

2 1. It was fully dark when the alert ears of the larger dog caught the sound of ā sharp whistle from the small camp ā hundred yards up the wash (up the c-wash [ʃ]). 2. The dog turned to go, but not until ā last look over the band assured her that all was well and that her mate was patrolling the far side. 3. It had been ā long day for the dogs, and Peggy limped heavily as she approached the camp. 4. She went directly to the saddlebag home of her five puppies, born two weeks before while the hard drive had been underway (the). 5. She nosed the tight huddle sleeping on the canvas flap (c-flap [sæ˞]) and lay down. 6. Immediately the five black-button noses were groping eagerly (together). 7. Her eyes became soft with pride and affection, but she didn't relax (being aware of her) always being aware of her responsibility toward the band. 8. Peggy was a descendant of ā long line of good (good c-sheep [ʃə˞]) sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular breed, but her fine head and alert eyes hinted of collies that worked the sheep on the Grampian Hills of Scotland.

3 1. The pups were sleeping, and she gave her attention to her left forepaw from which two toes were missing. 2. A coyote trap had caught her foot three years before, when she was little more than half grown and just learning the ways of the range and the work of a sheep dog. 3. The herder came slowly from the tiny tent and spilled the contents of a saddle bag onto the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you tonight." 6. He tossed her two cold biscuits, left from the morning meal. 7. He sat down on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and looked to the herder for more, not understanding the lack of food. 9. The herder was still coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed the cool air of the late spring drifting down the wash, before lowering her head to drink the cold water of the small stream. 2. Through the still night the yelping wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze looking intently into the darkness over the low knolls to the east. 4. Her trained ears told her it was only one coyote she heard. 5. She turned questioning eyes to the coughing herder and then to the sheep and the shadowy figure of Chip moving about the band. 6. The dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was different, and she could not understand this rush to keep the band moving. 8. Why hadn't the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to work more than usual? 10. Why were there no coyote fires at night?

5 1. Ā high, thin wail came from the north this time, alerting both herder and dog. 2. He lifted his head wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're closing in. 4. We'll just have to build fires again. 5. It's been ā bad year for rabbits, and the coyotes are hungry." 6. He picked up ā small hatchet and started toward the rimrock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under rocky ledges and along the small trails in the sage. 9. The building of coyote fires was not new to her, although she was puzzled by the frequent stops when the herder rested after coughing spells. 10. Each evening they made ā wide circuit of the bedding grounds and built fires on high points where they could be seen for miles around. 11. On nights when the fires were burning, she often heard coyotes singing ā protest from distant ridges, while the sheep rested safely.

6 1. The herder lighted some brush against ā dead juniper tree on top of the rimrock, not bothering to stack limbs against the trunk. 2. Peggy felt the difference in procedure; still she moved toward the place where the next fire might be built. 3. A short whistle halted her. 4. The herder was heading for camp. 5. "Come on, Peggy. 6. Let's go. 7. One fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest is up to you and Chip." 10. She tucked her nose into his hand, and he patted the side of her head and gently pulled her ear; then he grabbed ā handful of fur about her neck. 11. He shuffled slowly down the hill. 12. "Good dog. 13. You've got lots of work to do, for I am no longer of any use."

(3) she had (4) heard
(1) she had (2) heard

7 1. She had never heard this tone and she gave him ā questioning look. 2. "We're two days out/from the corrals and ā day late on the drive./ 3. I sure hope the boss rides out/to meet us." 4. The words "corrals" and the "boss" meant things to Peggy, and she whined in recognition./ 5. As they approached the bedded sheep, the moon rose, and it [ik] c-its its cold light transforming the desert into a maze of line and shadow. 6. Chip splashed through the shallow shadow stream to meet them./ 7. The herder patted Chip and gave him an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and he had expected food, but he sat facing the sheep. 11. The herder made ā slight movement with his hand, and Peggy knew she was/to follow him.

8 1. The slanting rays of the moonlight probed/the shallow shadow wash./ 2. As they approached the tent, the thin wail of coyotes reached her ears [a?] c-ears from the upstream, far to the north. 3. Herder and dog stopped to listen as the chorus rapidly rose and fell. 4. "Well, Peggy, sounds like c-stopped stepped as c-the they c-sounds like sound like about three of them have spotted our fire./ 5. Guess they didn't [hæ?] have luck hunting alone."/ guess they didn't c-have 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined knew c-that the forces and that hunger/was driving them to the sheep. 8. Peggy lay down with her puppies; c-with [ð] puppy the herder stumbled into his tent...../ 9. It was less than an hour before dawn. 10. The to half moon had set. 11. All was quiet. 12. As Peggy lay watching, the shadowy form of Chip appeared between the grey blur of the sheep and the knolls to the east. 13. His actions c-to the c-east of the [i] gave him no hint of alarm. 14. Then her eyes caught/ā movement in the sage near the top of the knoll,/ and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze/ to cause movement of in the brush./

9 1. Her muscles tensed. 2. As she started forward/ Chip wheeled/ to face the knoll. 3. ā coyote emerged from the edge of the sage, not fifty feet away, walking with its head down toward the dog. 4. Chip held his c-stance [stʌʔ] stance between the sheep and the danger. 5. The coyote's [ɣa] walk was not that of ā rabid animal, nor was it the creeping approach it used in attacking of the sheep./ 6. It moved steadily forward. 7. As Chip leaped toward the coyote, it whirled c-ahead c-and leaning [əheʔ] and ran lightly up the slope, staying [tæntəlaɪzɪŋ-li] ahead of the sheep and leading Chip toward the brow of the knoll. 8. Peggy's desert training had taught her the answer to this the maneuver. 9. She raced toward the spot where the coyote and Chip had disappeared from sight. 10. She was too late. 11. The coyotes coyote had laid ā successful ambush for Chip who was fighting for his life. 12. Peggy c-plunged over [plʌŋgd] plunged over the brow of the knoll/ into c-the ə the tangle of slashing coyotes and whirling dog./ ③the impact of her charge c-split up the c-fighting ② [ʔsp]

10 1. The impact of her charge/ ②split ①up the fighting animals and sent ④the coyote one coyote spinning/ to the ground. 2. The nimble beast leaped away from her flashing teeth and was gone./ 3. The others followed/ later/ after. 4. Peggy stood/ over her mate,/ awaiting c-an c-attack the [nʔ] an attack that didn't come. 5. Finally, Chip dragged himself to his feet. 6. He had ā vicious [tir] tear at his throat,/ the ③c-limping ① [lɛ̃blɪŋ] c-one c-hind the [haʔ] tendon above one hind leg was severed [sʌvɪrd] served, and his life spark was [sparkt]/ flickering. 7. Limping ④slowly ②slowly slowly on three legs, he sought c-sanctuary [ɛK] sanctuary in the herder's camp. 8. Peggy raced/ to the sheep./ 9. The band that had been huddled around the band that had [statʌK] about the stoic burros [sɑʔ]/ was ā mass of bleating/ movements movement. 10. The alarm of the ewes, frantic/ for their lambs/ was [Kʌntɛjʃəs] contagious. 11. The band of overflowed the bedding ground and started up/ the hillsides./

11 1. Peggy needed all her skill as she fought to control her charges, turning group/after group back toward the center. 2. She concentrated on the leaders, knowing that the others would follow. 3. Barking occasionally to reassure them in their fright, she circled the band/again and again as she had/been trained. 4. At last it was milling,/going nowhere./ 5. When it became quiet, she was/spent and trembling./ 6. The peaceful glade/was filling with warmth from the sun as the sheep moved to the creek for water,/then spread slowly toward/the hillside to/search beneath the sage/for/succulent bunch grass./ 7. Peggy looked again and again toward the camp. 8. The herder should be here to start them on the trail as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in one place. 10. A few lambs were already running astray, and she turned them back to the band before/she set out for the camp.

12 1. At the sight of her, the puppies stopped their feuding and waddled hopefully toward her; but she turned to the open tent, hesitating under the flap before she walked in, and sniffed at the silent form. 2. Urgently she pawed the ground and whimpered, but there was no response. 3. For a moment she stood by the bed/then bounded from the tent/so fast that the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon before thrusting her head into the bag with the hungry puppies. 5. She turned once more to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She trotted to him, sniffing at his still head, whining close to his ear, pawing his shoulder. 7. Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

went through the camp. 10. She barely turned her head in the direction of the puppies as she walked toward the unguarded sheep. 11. She realized that she was alone and that/the safety of the band depended on her.

④c-ā few ③[ɔs] ①ā few

13 ④1. c-stragglers ⑤[s] ②[stræ?] The band was fanning out across the hillside in search of grass./ 2. Peggy drove a few stragglers back/into the fold,/ then worked up the hill, turning the flock so that all would feed in the same direction. 3. She patrolled the upper edge watching carefully that none should pass/through the breaks in the rimrock/to the plateau above, where they would become easy prey for the coyotes./ 4. In the past, Peggy had known the c-herder's (her) herder's rifle to speak/out sharply/against a bold coyote. 5. Today there (was) no herder./ 6. She did not leave the band or relax her/vigilance. 7. The sun was high/when she turned/the sheep down from the hillside and across the Salt Creek, then back towards the camp on the far side. 8. Shadows filled the valley by the time she urged them to the bedding ground. 9. As she passed the camp, she saw/(her) forlorn puppies huddled at the saddlebag, and the urge to go to them was strong. 10. Turning away, she ran ahead of the sheep to hold them at the bedding ground./

c-against c-ā c-bold [ə] against the [b] there's [valgoɪɛrs] [vɛ?] c-was [wə]

14 1. It was well after dark when they were quiet and she could return to camp./ 2. Her tail dropped in weariness and her head bobbed at each step, for the shale of the hillside had cut deep into the pads of her feet./ 3. She stopped beside the saddlebag,/ and the puppies scrambled/over her, searching for milk she didn't have./ 4. She went to ā saddlebag containing pots and pans and pawed it open, spilling the contents onto the ground. 5. She found the pan from which she had been fed many times and licked it carefully. 6. Then

[wirinəsni] c-weariness weary at c-each the shell [ʃ] a trail did not ③then ①then

she c-discovered
she [dɪs,tʃ]
she discovered ā bit of grease clinging to the frying pan./ 7. The meager taste of/food
hungry c-frantically frantic
only made her hunger worse, and she tore frantically through the other bags. 8. There was
the c-coyote
coyotes
nothing more to eat. 9. Her sense of routine told her it was time to build the coyote
c-fires
[faɪ?]
fires, but the tent was silent when she stopped at/the open flap./ 10. If there were no
fires tonight, she must return to the band./ 11. She made ā circle about the sheep, limping/
at each step, then started ā much wider circle,/stopping on the knoll to look across the
open desert and test the air for danger. 12. Far to the south, ā coyote/call was answered
c-far from
[fʌ?]
by another far to the east. 13. Peggy looked to the south, then to the east, and began
her slow/circle./

15 1. Below her, she heard the bleat of ā lamb that had wandered away from its mother, and
she raced to it,/brushing it roughly, knocking it down. 2. The helpless animal at her
to c-mind c-for
the her to
feet brought her hunger to mind, and she held it/down/with her paw, reaching savagely for
c-sweeping through c-her
strip
sweeping through the
its throat. 3. The strong sheep odor sweeping through her nostrils stopped her. 4. She
her
had eaten mutton many times from the hand of the herder, but she had never killed ā sheep.
to
5. She raised her paw,/letting the lamb get to its feet,/and drove it gently back into the
band. 6. Long hours passed without incident/while Peggy guarded the sleeping flock.
ā
7. As she plodded/back to camp, she sniffed at the hard-packed meadow for/field mice.
8. Finally giving up in weariness, she lay down with her pups./ 9. In an hour or two the
[dʒɛgd]/ c-to up
moon would pass below the/jagged peaks to the west. 10. Peggy tried to sleep, but it was
she c-could
c-she [wʊ?]
hungers
[θɛɾ]
no use. 11. Her hunger was so acute she could no longer lie still, and she got up to make

she c-got could

another search for food before going back to the sheep./

16 1. The band was quiet as Peggy slowly approached. 2. She quickened her pace/when she saw that one burro was awake and standing, its head held high, its long ears to the east. 3. She sniffed the edge of the sage toward/which the burro's ears were pointed./ 4. She smelled nothing but the sheep./ 5. While she was working carefully around the band, ā great owl sailed down the canyon on the silent wings, skimming ā few feet above the sheep. 6. She moved upstream ā few yards when suddenly the second burro stirred. 7. Peggy turned to look. 8. The band was quiet; only the ears of the burros justified her alarm. 9. Alert to the danger of ambush, she moved into the sage, taking each step noiselessly./ 10. The coyote scent eluded her now, and she stopped on the top of ā small rise, testing the air, listening to the stillness. 11. Then, from the base/of the next knoll, came the startled bleat of ā sheep, followed by ā second bleat that rang with fear, and ā third filled with pain before it was choked to silence. 12. Peggy plunged through the sage.

17 1. In a depression about twenty feet wide, shaped like an/amphitheater, a defenseless ewe had been brought down. 2. A slashed tendon and torn throat were visible. 3. Two coyotes stood tensely over their kill./ 4. At the sound of the agony in the ewe's last bleat, all caution left Peggy. 5. There was no time for a deceptive approach or planned attack. 6. The final leap of her headlong charge carried her from the rim/of the hollow into/the midst/of the surprised coyotes. 7. They acted instantly to avoid the dog's long/white teeth. 8. Their movements hindered each other, and Peggy's heavy shoulder struck one

coyote on the hindquarter, sending it off its feet./ 9. *Her momentum carried her to the
of c-the stumbling on the c-steep
back of the hollow. 10. Stumbling on the steep [stɛ?] slope, she turned at bay. 11. The
[nɛbli]
coyotes nimbly leaped/to opposite sides of the hollow,/stopping to turn back at the rim./
12. They had tasted blood/and were not to be cheated of their prize by the weakened sheep
dog, who stood silently by the dead ewe. 13. The two had hunted as a team and were
masters of feinting, dodging, slashing, and killing. 14. From opposite sides of the basin
at
they snarled down on Peggy/with teeth bared, ears flat, the hair on their backs raised,/
and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog./
three a
2. She turned to meet the threat, only to have her left shoulder torn by the needle-sharp
fangs of the second coyote. 3. The first animal had merely/feinted, then leaped out/of the
[ædvɛsɛri]
[ædvɛs]
way. 4. Their method of fighting was not to come/to grips with an adversary but/to worry
and torment it until a hamstring could be cut and their prey was helpless; then to the kill./
and c-this
the and [ð]
5. Both coyotes regained their vantage points at each side of the hollow, and this time the
thrust came/from the left./ 6. As Peggy turned to face it, her right flank was ripped.
7. The first coyote followed through this time,/and for a moment, both coyotes and Peggy
were a snarling/whirl of fury./ 8. One of her ears was in shreds,/and bunches of fur were
back
torn from her neck before the coyotes danced away./
[slʌdʒinɛs]
[s]
19 1. Peggy felt the weariness in her bones and the sluggishness in her muscles as she edged

farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

urge for [lkskelp] escape surged through her, but when her hind legs backed against the dead ewe, the desire for flight left her. 3. The sheep must be protected./ 4. She felt almost overwhelmed as she faced the coyotes. 5. She stood on her hind feet and fought fang to fang with one of them who tore chunks of fur and hide from her neck, while the other slashed ā hind foot. 6. Then both leaped out of range [reɪdʒ]. 7. Regaining her position with her back to the ewe, Peggy knew that her [hə] quivering muscles would not respond much longer./ 8. Then she remembered her advantage when she had surprised the coyotes, and she gathered herself for a final effort. 9. She looked up at the snarling coyotes on either side, watching as they settled themselves for their next assault.

20 1. The darting [datɪŋ] attack came as before. 2. This time Peggy leaped forward instead of turning to meet one of her enemies. 3. In mid-air she crashed into the coyote on her right. 4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote rolled over and over. 6. Before it could get up, Peggy drove her fangs into the back of its neck with all the fury of her pain and fear./ 7. Her teeth sank deep until they were stopped by bone./ 8. With ā mighty heave, she lifted the smaller animal off the ground. 9. There was ā twisting yank, and something snapped. 10. The other coyote turned back to the fray as Peggy [lʊzd] loosed her grip on the animal at her feet and slowly raised her head, teeth bared and ears flattened./ 11. She took one slow step forward and saw the coyote hesitate; then another step as it spread its back feet to spring; ā third step, and the coyote turned its head sharply from side to side./ 12. Looking past her, it changed the

[ʌʌbəd] c-brain
c-Peggys [ɲumbəld] [breɪ?]
Peggy [ɲ̃ibəl]

position of its front feet. 13. Peggy's numbed brain told her to move forward. 14. She

[ka-óoli]
could not know that the coyote had just sensed the loss of its mate and felt fear for the

first time. 15. She was relieved when it jumped sideways and disappeared as she took her

fourth step. 16. For a moment, she dully watched where the coyote had been, her teeth still

slowly/her c-fear
feet
bared in a silent snarl. 17. Slowly her fear left, and weakness took its place. 18. She

to
[ə]
the
sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash

before Peggy was able to struggle to her feet. 2. Her painful steps took her through the

in a
sage and across the bedding ground. 3. It seemed to be an endless distance to the camp.

③ the sounds of
① the sounds of
4. Again and again she paused, and it seemed she would just collapse. 5. The sounds of

④ the sheep
③ the sheep
the sheep beat upon her, but she could not go to them yet. 6. Though her eyes were open,

she failed to see that two men had ridden down the canyon to the camp and were dismounting

said the
one of the
from their horses. 7. "You were right about the camp, boss," said the younger man,

when we saw it c-from/
[wʌ?]
8. "When we saw it from up on the ridge, you said there was something wrong. 9. I can see a

few sheep and hear more farther down the canyon. 10. They must be scattering."

22 1. The boss took in the camp at a glance, missing nothing. 2. He stepped into the tent,

only to return in a moment to say, "It's worse than you think, Jake. 3. The herder is dead.

[bin]
[ə,bɛ?]
been
4. Been dead some time." 5. He walked to the body of Chip, and as Jake approached, the

boss said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed

as far as they could into the saddlebag, when Jake stepped to his horse and drew a rifle

[skabord]
[s,s]
from the scabbard. 7. "Hey, boss," he said called softly, "what do you make of this coming
what c-do you
are you
it's got c-the c-blind
along the edge of the sage? 8. Whatever it is, it's got to be the blind staggers." 9. He
c-saw
[WA?]
raised his rifle. 10. The quick eyes of the boss found that what Jake saw, and he shouted,

"Don't shoot! That's Peggy." 11. Both men stood still as the big dog went past, without
what ā heck of ā c-time c-she's [S]
noticing them, to lie down heavily near the her pups. 12. "WHAT Ā HECK OF (A) TIME SHE'S
[tal?]

HAD. 13. GET SOME GRUB -- LOTS OF IT," THE BOSS SAID SOFTLY.

STOP

17;9 ⑤the c-momentum carried
④c-carried

③the [móomɛtəm] [bɛ̀ʔ]
②the moment
①the [mɛn]
HER MOMENTUM CARRIED

GOODMAN STORY # 60 TAPE 24:1:55-End GRADE 010 ID 002 SEX M ETHNICITY Black AGE 16

READING LEVEL Low TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with ā man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, ā family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food, weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for ā future they want and begin to accept a future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into ā new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

1393195

Richard M. Nixon, Syria circa 1940; Gen. Lewis Hershey, Syria circa 1930; J. Edward Edgar Hoover, Syria circa 1920; plus the extra added attraction (of) congressmen and generals trying to bomb their way back to the Stone Age with ā Vietnam war Syria circa 1890.

5 1. When two 200 million Americans sign ā Sunday New York Times ad opposed to the Vietnam war, the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom political issues that have supposedly divided us in the past. 3. We will no longer waste our time debating whether or not the internal [intəral] c-internal [kʌmbənkʃən] combustion engine should be allowed to asphyxiate [æsfɪsɪkeɪt] us, whether we should have a useless anti-missile system to protect us from imaginary [ɪmædʒənerɪz] enemies, whether our children should be conscripted [kənstrɪpted] to fight and die in the same name of leaders who enjoy [ən?] c-enjoy handling c-handing out medals to widows. 4. This senseless, futile debate between the obstetrician [abtrɪkʃɪen] [ab-trɪʃən] and the mortician [mɔrtɪsɪən] will end.

6. 1. For this is not the Titanic, where ā lucky few can climb into lifeboats and survive. where ā lucky few lucky 2. This is Air Force One, where there are no parachutes. 3. All of us - President, pilot, stewardess stewardesses, first- and second-class passengers - must [rə-sekjuət] must [rə] resuscitate a physically and morally depleted [ɪnvenrəʊmənt] [ɪn] environment or go down together.

7. 1. The United States should lead the world in taming technology. 2. We will become a human sanctuary where SST's are neither built nor flown because we believe in the sanctity sanctuary of the human eardrum. 3. Instead of building [sɪnetɪk] synthetic c-alligators [ælɪgeɪʃ?] alligators for amusement parks, we will save the real ones for in the Everglades. 4. We will stop [s] offshore oil drilling so we will c-stop children can swim again off Santa Barbara and stop driving until we can see Los Angeles. until we c-can get

for once we have begun draining
but once we have begun draining [pʌlɪfikənz] [pəl]

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as (the) head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

have to c-start part
[ænɪkstɪz] [ænɪks] the [stætʃəs] c-that the from
who c-has is

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

we [bónəsæi] precautious biology [pəs]
possible
[ɪntɛlɪk] [ɪntɛl] [ɪntɛlʔ]

co-operative
10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one (more) executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

the
[səkɔrɛkt] [sək]
③ he must smash his
① he must smash his
④ c-shock
② rock
co-operate

when the scales c-start falling
are falling
11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

join with the
c-eventually join
even
their [qɔjatərs] and
[sʌmə brɔmz] [səkspɛkt] many c-of [ʌʔ]

are as troubled as we are. 3. They know reckless leaders are on the loose in America.

4. They know the soaring rhetoric of our verbose government officials is only so much thermal pollution, that the present course is only leading to an eternal human blackout.

5. Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for California who does not believe that when you have seen one redwood you have seen them all; when big business gives up trying to turn college radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his teleprompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver and takes him out to dinner,. then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming children. 2. For if my generation has seen through the political and technical sophistry of the times, we still have not come to understand ourselves. 3. From the day in sixth grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I suspect it will take my generation many years to recover from our education. 5. We will continue to be awakened by nightmares about accidental smudges costing us points on our electrostatically graded answer sheets, and of losing a gold star because we failed to finish our milk and cookies.

14 1. I suspect our children will find us a bit stiff from all those confining years in the classroom. 2. They will probably find us too cerebral, better at thinking than feeling,

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may need our help in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

15 1. There will be conflict between us because they will not be bound by all the constraints of the mind that bind us. 2. They will know instinctively what freedom is all about, and no one will be able to take it away from them. 3. Chronological age will become less important; perhaps they will force us to even stop using age as an excuse for obstinacy. 4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear concept of time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that one moment follows another one, like beads on a string, and that once a moment is gone it is gone forever... 2. All moments, past, present, and future, always have existed, always will exist.

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many of us who began this pervasive generational rebellion will have second thoughts when we see what our children do to us. 3. But I hope that instead of meeting them with Mace, we will have the good sense to meet them with love, help them on their way and perhaps even join them. 4. For any generation could go wrong. 5. Even our own.

STOP

Generation Gap

T: What did you think about that article?

C: Kind of difficult to read.

T: Mm-hm.

C: Got a lot of hard words in there. I didn't understand. Word I have never seen before.

T: Yeah, uh that's a common reaction to that. You're not alone in feeling that way.

C: Um. See like he was just talking about uh. Well one part that I understood he was saying that uh. We didn't have the right leaders, running um our nation today.

T: Mm-hm.

C: 'Cause he was talking about Spiro Agnew when he uh fires his speech writer. Something like this.

T: Mm-hm. Who else did he mention that he was?

C: Well, when he was criticizing?

T: Uh-huh.

C: Um. Let me see, uh. The director of the FBI, and uh. He said the uh governor of California. And that's all I can think of.

T: Mm-hm. And the point that he was mkaing you, you probably already stated this, but the point that he was making when he was mentioning them was?

C: When he was criticizing them?

T: Uh-huh.

C: Oh, he was just saying that they were crookedy, not crooked but uh. They wasn't able to leave the country. Able to uh you know just keep the country going.

T: Mm-hm. What other points does he make in that article?

C: Ah. Oh, he was saying something about the. It was 200 20 thousand people that signed some partition in the New York Times about the Vietnam War. And he said that the uh certain body of uh law told him ah told him that they run away from him or something like that. That uh they the New York Time would give it to them and they run away from.

T: OK. What else does he say?

C: Um. Um.

T: What does he think...

C: Oh he's. Oh, go ahead

T: Go ahead. It's fine.

C: Well I was just saying that he said probably around 1984 that that he be thinking that it's, find out that it's 2001.

T: What's his name by the way?

C: Well, I guess I guess he figured around that time that uh. They'll have the government move next to another war or something over and the government would be a lot better than it is now.

T: Mm-hm. What does he think about education? What did he say? Anything about the schools?

C: Um. I can't remember but. He was saying about education?

T: Mm-hm. What did he say um about the generation gap? What's his point when he talks about the generation gap? What are some of his points?

C: Um. I think the point that he is trying to say that. That uh people should uh try to uh, uh think before they uh pick people for the polls. Um. Maybe they should just not look at with a popular person, but uh find out more background about him, and uh choosing their leaders.

T: Mm-hm. What does he think will happen to the generation gap? What does he think it is, and what does he think will happen to it?

C: He well. I don't know what he think it is but he thinks that us that it's going to get uh worse. He doesn't think it's going to get better. He think it going to get uh worse. [NT] A few years later from now.

T: Mm-hm. What did you read in the article that gave you the idea that that was his conclusion?

C: I don't understand what you...

T: Well. What did you read that helped you reach that answer?

C: Oh. About uh the leaders?

T: About the generation gap, getting worse you said.

C: Oh oh um. Oh um. Let's see. He was saying something about his children. I can't um. I can't remember.

T: It's a hard article. It has lots of hard words as you mentioned.

C: Yeah, and some of them I don't know.

T: Does he think that there that this is the last generation gap, that there will be more generation gaps?

C: He said that there might be one around 1984. 1984 and 2001.

T: Mm-hm. Why does he think that?

C: Um. I don't know.

T: OK. How old do you suppose this writer is?

C: Uh. Well, I don't know. It seems like in some cases he could be a teenager. I mean uh a college student. And in some cases, in some parts it seems like you know. 35 or something like that. I think he's about. I do believe he is a college student.

T: Mm-hm. Was there anything in the article that led you to--believe that? That you could?

C: Um. Well, uh. I, I think it's. He was saying something about about schools. I know he. He knows a lot about the schools, and oh the uh. I think he talking about the demonstration of the Vietnam War. Most college students don't like it. [NT] college students. But you know on the other hand he could be an older man.

T: OK. Well. Very good. Thanks a lot, Reginald.

26;1;0-70
26;2;0-68
GOODMAN STORY #59 TAPE 27;1;0-70 GRADE 10 ID 003 SEX F ETHNICITY Black AGE 17

READING LEVEL Low TRANSCRIBED BY _____ DATE _____

START

1 1. The [ræs] rays of the setting sun lingering over the high Arizona desert, touching the rocky
tip of Badger Mountain and tinting the bold face of Antelope Rim. 2. The shallow basin of
Salt Creek Wash became a gathering pool of darkness where a band of eight hundred sheep with
their lambs were bedding down for the night on a small patch of meadow. 3. Two burros,
their long grey ears sagging in drowsiness, stood stolidly in the midst of the sheep.
4. The frantic bleating became less frequent as two sheep dogs gently urged the band into
a more compact mass and each ewe found her lamb.

2 1. It was fully dark when the alert ears of the larger dog caught the sound of a sharp
whistle from the small camp a hundred yards up the wash. 2. The dog turned to go, but not
until a last look over the band assured her that all was well and that her mate was patrolling
the far side. 3. It had been a long day for the dogs, and Peggy limped heavily as she
approached the camp. 4. She went directly to the saddlebag home of her five puppies, born
two weeks before while the hard drive had been under way. 5. She nosed the tight huddle
sleeping on the canvas flap and lay down. 6. Immediately the five black-button noses were
groping eagerly. 7. Her eyes became soft with pride and affection, but she didn't relax,
always being aware of her responsibility toward the band. 8. Peggy was a descendant of a
long line of good sheep dogs. 9. Her heavy yellow-and-brown coat indicated no particular
breed, but her fine head and alert eyes hinted of collies that worked the sheep on the
Grampian Hills of Scotland.

1400 202

3 1. The pups were sleeping, and she gave her attention to her left forepaw from which two toes

were missing. 2. A coyote trap had caught her foot three years before, when she was little

more than half grown and just learning the ways of the range and the work of a sheep dog.

3. The herder came slowly from the tiny tent and spilled the contents of a saddle bag onto

the ground. 4. "Here, Peggy, old girl," he said. 5. "This is all I've got for you to-

night." 6. He tossed her two cold biscuits, left from the morning meal, and sat down

on an upturned pack-saddle and coughed excessively. 8. Peggy gulped the biscuits and

looked to the herder for more, not understanding the lack of food. 9. The herder was still

coughing, and he nodded his head to Peggy. 10. This evening there was no cooking fire, and

Peggy trotted off to search the camp for scraps of bones, but there was nothing.

4 1. She sniffed the cool air of the late spring drifting down the wash, before lowering her

head to drink the cold water of the small stream. 2. Through the still night the yelping

wail of a coyote was brought to her ears. 3. A growl swelled in her throat, and she froze

looking intently into the darkness over the low knolls to the east. 4. Her trained ears

told her it was only one coyote she heard. 5. She turned questioning eyes to the coughing

herder and then to the sheep and the shadowy figure of Chip moving about the band. 6. The

dog's uneasiness, growing for the past two days, now became more acute. 7. The routine was

different, and she could not understand this rush to keep the band moving. 8. Why hadn't

the herder butchered and cooked for himself and the dogs? 9. Why did the dogs have to work

more than usual? 10. Why were there no coyote fires at night?

5 1. A high, thin wail came from the north this time, alerting both herder and dog. 2. He
lifted his head wearily and talked to his dog, as all herders do. 3. "Well, Peggy, they're
closing in. 4. We'll just have to build fires again. 5. It's been a bad year for rabbits,
and the coyotes are hungry." 6. He picked up a small hatchet and started toward the rim-
rock west of camp. 7. Peggy was following. 8. Her hunger made her sniff hopefully under
the rocky ledges and along the small trails in the sage. 9. The building of coyote fires was
not new to her, although she was puzzled by the frequent stops when the herder rested after
coughing spells. 10. Each evening they made a wide circuit of the bedding grounds and
built fires on high points where they could be seen for miles around. 11. On nights when
the fires were burning, she often heard coyotes singing a protest from distant ridges, while
the sheep rested safely.

6 1. The herder lighted some brush against a dead juniper tree on top of the rimrock, not
bothering to stack limbs against the trunk. 2. Peggy felt the difference in procedure;
still she moved toward the place where the next fire might be built. 3. A short whistle
halted her 4. The herder was heading for camp. 5. "Come, Peggy. 6. Let's go. 7. One
fire is all I can build tonight. 8. It's not enough, but it will have to do. 9. The rest
is up to you and Chip." 10. She tucked her nose into his hand, and he patted the side of
her head and gently pulled her ear; then he grabbed a handful of fur about her neck.
11. He shuffled slowly down the hill. 12. "Good dog. 13. You've got lots of work to do,
for I am no longer of any use."

7 1. She had never heard this tone and she gave him a questioning look. 2. "We're two days out from the corrals and a day late on the drive. 3. I sure hope the boss rides out to meet us." 4. The words "corrals" and "boss" meant things to Peggy, and she whined in recognition. 5. As they approached the bedded sheep, the moon rose, its cold light transforming the desert into a maze of line and shadow. 6. Chip splashed through the shallow stream to meet them. 7. The herder patted Chip and gave an arm signal toward the flock. 8. "You'd better stay here, old fellow. 9. Don't want those sheep disturbed." 10. Chip was hungry and he expected food, but he sat facing the sheep. 11. The herder made a slight movement with his hand, and Peggy knew she was to follow him.

8 1. The slanting rays of the moonlight probed the shallow wash. 2. As they approached the tent the thin wail of coyotes reached her ears from upstream, far to the north. 3. Herder and dog stopped to listen as the chorus rapidly rose and fell. 4. "Well, Peggy, sounds like about three of them have spotted our fire. 5. Guess they didn't have luck hunting alone." 6. Peggy sensed the concern in his voice. 7. She, too, knew that three coyotes had joined forces and that hunger was driving them to the sheep. 8. Peggy lay down with her puppies; the herder stumbled into his tent..... 9. It was less than an hour before dawn. 10. The moon had set. 11. All was quiet. 12. As Peggy lay watching, the shadowy form of Chip appeared between the grey blur of the sheep and the knolls to the east. 13. His actions gave no hint of alarm. 14. Then her eyes caught a movement in the sage near the top of the knoll, and she looked quickly to Chip, whose slow pace was unchanged. 15. There was

no breeze to cause movement in the brush.

her c-muscles tensed and ③whistled ①to ①whistled ③to
9 1. Her muscle muscles tensed ∅ 2. As she started forward, Chip wheeled to face the knoll. 3. * A

coyote emerged from the edge of the sage, not fifty feet away, walking with its head down

③the coyote
①the coyote
toward the dog. 4. Chip held his [stæn] stance between the sheep and the danger. 5. The coyote's
④c-walk/c-was in [ətæk, tækɪŋ]
②walked with walk was not that of a rapid animal, nor was it the creeping approach it was used in attacking
[jə̃] attack
it [wɪldərd] it wandered
the sheep. 6. It moved steadily forward. led towards 7. As Chip leaped toward the coyote, it whirled
[wʌl?]
[tæntɛ:n-təli]
slopes standing [toənt, tæntəntəli] towards [bəə]
and ran lightly up the slope, staying tantalizingly ahead and leading Chip toward the brow
c- Peggy's desert train ③c-to this [mənturəm] ⑤she
[nʌt] Peggy desert c-desert to ①this ③she
of the knoll. 8. Peggy's desert training had taught her the answer to the maneuver. 9. She
⑥raced towards
④raced
raced toward the spot where the coyote and Chip had disappeared from sight. 10. She was
was disappearing
coyote has had [səsesfəl] approach c-for
too late. 11. The coyotes had laid a successful ambush for Chip who was fighting for his
[ba] [nal] c-the this this [səsɪŋ] coyote
life. 12. Peggy plunged over the brow of the knoll into the tangle of slashing coyotes
③whipping dog *
②[wʌ]
①with
and whirling dog.

[empeɪs] chair slipped
10 1. The impact of her charge split up the fighting animals and sent one coyote spinning to

the ground. 2. The * nimble beast leaped away from her flashing teeth and was gone. 3. The

that c-didn't c-come
the [mɛs] may [kə?]
others followed after. 4 [drædʒd] Peggy stood over her mate, awaiting an attack that didn't come.
dash
[drədʒd]
5. Finally, Chip dragged himself to his feet. 6. He had * a vicious tear at his throat, the tongue that
③limping
one [hɪnd] leg ①limping
[tɪ-fræn] [hund] served c-spark [sp] [frɪkərɪŋ]
tendon above one hind leg was severed, and his life spark was flickering. 7. Limping
④slowly on three legs
②slowly on three legs [sæ-ku] raced to
saw [sætʃu, sæt-u] herder on to
slowly on three legs, he sought sanctuary in the herder's camp. 8. Peggy raced to the
④beating
③beating
[uvɪd] [udɪd] the toys [bɔə] ①[blit]
sheep. 9. ② The band that had been huddled about the stoic burros was a mass of bleating
⑤movement
③movement
①the [wuz] [fɛnɪs]
[bem] of lamb [kan-tʃɛzmi]
movement. 10. The alarm of the ewes, frantic for their lambs, was contagious. 11. The

bleeding 1404 206 hillside
band overflowed the bedding ground and started up the hillsides.

as she [fɑɑt]
of [fɔrθ] [tʃilz] groups
11 1. Peggy needed all her skill as she fought to control her charges, turning group after
③[s]*
②she [kans-sɛa]
towards ①she [kan] leader
group back toward the center. 2. She concentrated on the leaders, knowing that the others
c-occasionally
c-barking [kənsídərli]
him [ba?] [riʃ,riʃur] fight
would follow 3. Barking occasionally to reassure them in their fright, she circled the
[mɑldin] going nowhere
[mɑldin] going nowhere/
[mɑ?]
band again and again as she had been trained. 4. At last it was milling, going nowhere.
she was sent and c-trembling
she was sent and [ʃrivliŋ] grade [fildi]
5. When it became quiet, she was spent and trembling. 6. The peaceful glade was filling
④the sheep moved to ②[grik] for water these
②to ③[grik] for water c-slowly
warmer ①and the sheep moved to [dʒɛ] [s]
with warmth from the sun as the sheep moved to the creek for water, then spread slowly
③towards the hillside to search breath
①toward the hillside to ②search breath [bunʃ]
toward the hillside to search beneath the sage for [skɛθ] [sɛr-klɑɑsli] bunch succulent bunch grass. 7. Peggy looked
be c-here
towards [ɛ] their trip
again and again toward the camp. 8. The herder should be here to start them on the trail
③would stay long in
She day grew ①and wouldn't stay long in
as he had each morning in the past. 9. The sheep were hungry and wouldn't stay long in
④one place ③band
②one place ①band
one place. 10. A few lambs were already running astray, and she turned them back to the band
④before she set out for c-the
②before she/ for that
before she set out for the camp.
at the c-sight of her
at the [sɑL?]
at the sight of her [fɛrdiŋ] waddling towards
12 1. At the sight of her, the puppies stopped their feuding and waddled hopefully toward her;
[hi-sɛ-ʃɛdiŋ]
[hizɛfɛi-ʃɛn]
[ʃi-sɛ-fɛi-ʃɛn] path skipped
but she turned to the open tent, hesitating under the flap before she walked in, and sniffed
at the sight/
at the sight/ [riandʒɛnrɛlali] she [wɛm-pɛrdi]
at the silent form. 2. Urgently she pawed the ground and whimpered, but there was no
③that
①that
response. 3. For a moment she stood by the bed then bounded from the tent so fast that
④the puppies ②c-scurried [s]
②the puppies/ c-canyon
the puppies scurried into the saddlebag. 4. She looked toward the sheep down the canyon
[kɑ?]
[tɑstiŋ] c-her
[tʌstiŋ] [hə?]
before thrusting her head into the bag with the hungry puppies. 5. She turned once more
after c-ā when she c-saw ③she
hatching this when she went ①she
to the tent, halting after a step or two when she saw Chip lying a few feet away. 6. She
④talked at c-his [fju]
②[tɔpə] skipping at [hi?] c-pawing his shoulders
[s] whimpering eye pawed his shoulder
trotted to him, sniffing at his still head, whining close to his ear, pawing his shoulder.
she c-didn't
she did
7. * Then she licked the wound at his neck. 8. He didn't move. 9. She turned away and

towards
went through the camp. 10. She barely turned her head in the direction of the puppies as

[əngárdli]
she walked toward the unguarded sheep. 11. She realized that she was alone and that the

safety of the band depended on her.

13 1. The band was fanning out across the hillside in search of grass. 2. Peggy drove ā few
around in c-search [wi]

into the c-fold flock up c-the up [tə] so that all c-would one
[strǽmz]
stragglers back into the fold, then worked up the hill, turning the flock so that all would

c-watching watch
feed in the same direction. 3. *She patrolled the upper edge watching carefully that none

the [bri] [br] c-rimrock [s] pasture
should pass through the breaks in the rimrock to the plateau above, where they would become

preys
easy/prey to the coyotes. 4. In the past, Peggy had known the herder's/rifle to speak out

③a [blood] ②a [bə] ⑤c-coyote ①ā [blə] ④[krə]
sharply against a bold coyote. 5. Today there was no herder. 6. She did not leave the

③[vɜ,vo,vudʒi:lə],[ə] ⑥the sun was high when she c-turned to the sheep down ②[vidʒilə] ⑤the sun was high when she [tə] ④[vudʒi?vi,və] the sun was high when she turned to the sheep down
relay
band or relax her vigilance. 7. The sun was high when she turned/the sheep down from the

c-Salt Creek sand creek towards shadow
hillside and across Salt Creek, then back toward the camp on the far side. 8. Shadows

by the time she [hʌŋgd] c-them by the time she [bətoond] [ə] in
filled the valley by the time she urged them to the bedding ground. 9. As she passed the

c-forlorn for [hjúdələn] an urge c-to and the urge [hu?] and the/
camp, she saw her forlorn puppies huddled at the saddlebag, and the urge to go to them was

breeding
strong. 10. Turning away, she ran ahead of the sheep to hold them at the bedding ground.

it was c-well [wɛ?]
14 1. It was well after dark when they were quiet and she could return to the camp. 2. Her tail
[wɛ?] [ʃə,ʃɛ] [sə,ʃɛ] [s] ③had cut ①had cut
in [wérinəs] bobbing side the

④deep into her paws ②deep into her paws/
dropped in weariness and her head bobbed at each step, for the shale of the hillside had cut

puppy
deep into the pads of her feet. 3. She stopped beside the saddlebag, and the puppies

searching c-for from/
scrambled over her, searching for milk she didn't have. 4. *She went to a saddlebag con-

and pouring pawing c-onto on
taining pots and pans and pawed it open, spilling the contents onto the ground. 5. She

②①
for c-which for while
found the pan from which she had been fed many times and licked it carefully. 6. Then

she discovered ā bit of grease clinging to the frying pan. 7. The meager taste of food
only made her hunger worse, and she tore frantically through the other bags. 8. There was
nothing more to eat. 9. Her sense of routine told her it was time to build the coyote
fires, but the tent was silent when she stopped at the open flap. 10. If there were no
fires tonight, she must return to the band. 11. She made ā circle about the sheep, limping
at each step, then started ā much wider circle, stopping on the knoll to look across the
open desert and test the air for danger. 12. Far to the south, a coyote call was answered
by another far to the east. 13. Peggy looked to the south, then to the east, and began
her slow circle.

15 1. Below her, she heard the bleat of a lamb that had wandered āway from its mother, and
she raced to it, brushing it roughly, knocking it down. 2. The helpless animal at her
feet brought her hunger to mind, and she held it down with her paw, reaching savagely for
its throat. 3. The strong sheep odor sweeping through her nostrils stopped her. 4. She
had eaten mutton many times from the hand of the herder, but she had never killed ā sheep.

5. She raised her paw, letting the lamb get to its feet, and drove it gently back into the
band. 6. Long hours passed without incident while Peggy guarded the sleeping flock.

7. As she plodded back to camp, she sniffed at the hard-packed meadow for field mice.
8. Finally giving up in weariness, she lay down with her pups. 9. In an hour or two the
moon would pass below the jagged peaks to the west. 10. Peggy tried to sleep, but it was
no use. 11. Her hunger was so acute she could no longer lie still, and she got up to make

another search for food before going back to the sheep. 3. She [kwɪkt]

the band was still quiet [stɪ?] c-slowly approach [s] ③she [kwɪkt] ②she quickly her path ④when she saw ①she [kwɪtʃ]/ her paws ④when she saw

16 1. The band was quiet as Peggy slowly approached. 2. She quickened her pace when she saw

⑦that one burro ⑤that one burro

that one burro was awake and standing, its head held high, its long ears to the east.

was the shack towards where [s] ③she ①she

3. She sniffed the edge of the sage toward which the burro's ears were pointed. 4. She

point ④smelled nothing but the sheep ②smelled nothing but the sheep ③a great ①a great

smelled nothing but the sheep. 5. While she was working carefully around the band, a great

④owl ②owl ②c-canyon ④on sight wings ①skimping ①[kæ?] ③on sight wings

owl sailed down the canyon on silent wings, skimming a few feet above the sheep. 6. She

moved upstream a few yards when suddenly the second burro stripe stirred. 7. Peggy turned to look.

only the ear of the burro ③ ① justify just

only the ear of the burro justified her alarm. 8. The band was quiet; [ækra]

③c-coyote danger of ambush, she moved into the sage, taking each step noiselessly. 10. ①the coyote's

shack noisily [nɔɪzə]

④scent endorsed ②scent

9. Alert to the coyote's scent eluded her now, and she stopped on the top of a small rise, testing the air, listening

and she stopped the [rɛɪz]

for the base Knot [stárdnəs] of [bri]

to the stillness. 11. Then, from the base of the next knoll, came the startled bleat of a

c-that [rɛɪnd] the c-rang that [rɛɪ]

following knocked for

sheep, followed by a second bleat that rang with fear, and a third filled with pain before

when it was clocked it was not c-through the [sɛɛdʒ] plodded/ though the [sɛɛdʒ]

it was choked to silence. 12. Peggy plunged through the sage.

in c-a depression c-depression [ɛɪ] [di] [ɛɪ, zempɪ-bɪɪər] [zempɪnbɪɪər] [difɪrmənt, fɛɪmənt] [i:jut]/ [di, difɛɪmənt]

17 1. In a depression about twenty feet wide, shaped like an amphitheater, a defenseless ewe

a sack a shack/ a shack [tərndən]

had been brought down. 2. A slashed tendon and torn throat were visible. 3. Two coyotes

tore at the sound of on [ɛɪ, zɛnɔn] at the sound of [ɛɪ] [i:juz] ④all ①all

stood tensely over their kill. 4. At the sound of the agony in the ewe's last bleat, all

⑤caution ③c-caution ②[ɛɪ] [dɪkʃɪv] decay the [di]

caution left Peggy. 5. There was no time for a deceptive approach or planned attack.

the final c-leap/ the final [dɪsɛ́p] c-from [ɛɪ?] ②of ③hollow into ①into

6. The final leap of her headlong charge carried her from the rim of the hollow into the

mist

midst of the surprised coyotes. 7. They acted instantly to avoid the dog's long white

[əhɪdən]/ each [hɪdən] each

teeth. 8. Their movements hindered each other, and Peggy's heavy shoulder struck one

coyote on the hindquarter, sending it off its feet. 9. Her momentum carried her to the

back of the hollow. 10. Stumbling on the steep slope, she turned at bay. 11. The

coyotes nimbly leaped to opposite sides of the hollow, stopping to turn back at the rim.

12. They had tasted blood and were not to be cheated of their prize by the weakened sheep

dog, who stood silently by the dead ewe. 13. The two had hunted as a team and were

masters of feinting, dodging, slashing, and killing. 14. From opposite sides of the basin

they snarled down on Peggy with teeth bared, ears flat, the hair on their backs raised,

and their feet spread for a sudden spring.

18 1. The coyote on Peggy's right made a sudden leap that carried it halfway to the dog.

2. She turned to meet the threat, only to have her left shoulder torn by the needle-sharp

fangs of the second coyote. 3. The first animal had merely feinted, then leaped out of the

way. 4. Their method of fighting was not to come to grips with an adversary but to worry

and torment it until a hamstring could be cut and their prey was helpless; then to the kill.

5. Both coyotes regained their vantage points at each side of the hollow, and this time the

thrust came from the left. 6. As Peggy turned to face it, her right flank was ripped.

7. The first coyote followed through this time, and for a moment, both coyotes and Peggy

were a snarling whirl of fury. 8. One of her ears was in shreds, and bunches of fur were

torn from her neck before the coyotes danced away.

19 1. Peggy felt the weariness in her bones and the sluggishness in her muscles as she edged

farther into the hollow so that the coyotes could not get behind her. 2. An overpowering

urge urge [skəvər] through but when c-her but when but when she leg [u] the the
urge for escape surged through her, but when her hind legs backed against the dead ewe, the

c-desire [diSt?] fight
desire for flight left her. 3. The sheep must be protected. 4. She felt almost over-

c-fought on her hind c-feet and [fəʔ] [frɛns] to [freIK] on her hind legs frank to frank
whelmed as she faced the coyotes. 5. She stood on her hind feet and fought fang to fang

coyote who tore chunks of fur c-chunks of fur/ who tore [f, f] of her a slashed c-a at
with one of them who tore chunks of fur and hide from her neck, while the other slashed a

hind foot hind foot
hind foot. 6. Then both leaped out of the range. 7. Regaining her position with her back to

her portion [pə]
[i] grieving
the ewe, Peggy knew that her quivering muscles would not respond much longer. 8. Then she

was at c-herself [hers]
remembered her advantage when she had surprised the coyotes, and she gathered herself for a

watching as they as c-they watching as the
she looked up c-at and sharping each shortness
final effort. 9. She looked up at the snarling coyotes on either side, watching as they

settled c-themselves for the next assuring settled themself for the next [kə]sərf]
settled themselves for their next assault.

the drastic c-attackagain the [drækIŋ] [ætæʔ]
20 1. The darting attack came as before. 2. This time Peggy leaped forward instead of turning

before instant returning
to meet one of her enemies. 3. In mid-air she crashed into the coyote on her right.

her great [ɛt] as she c-had c-sensed was sense
4. Her greater weight kept her on her feet as she had sensed it would. 5. The coyote

her [freIʔ] her [freIŋ] he
rolled over and over. 6. Before it could get up, Peggy drove her fangs into the back of

her pains and fears c-with all the [fərɑɑ] of her pain c-her teeth slashed deep until they c-were while she teeth slat deep they would they were
its neck with all the fury of her pain and fear. 7. Her teeth sank deep until they were

stopped by the bones stopped by the bones c-with ə mighty heavy while ə mighty heavy leap a small
stopped by bone. 8. With a mighty heave, she lifted the smaller animal off the ground.

c-there c-was ə c-twisting [jan] [jɔn] snatching snapping the c-other coyote turned back they were ə [wɑst] [jɑ] sometimes snapping [ləd] the other coyote turned back
9. There was a twisting yank, and something snapped. 10. The other coyote turned back

to the [fræt] to the [dɑɑ, fræf] to the [fræʔ] loosened rised
to the fray as Peggy loosed her grip on the animal at her feet and slowly raised her head,

teeth [bəri] [bri] [frɛtəri] [f, flræ] soft then
teeth bared and ears flattened. 11. She took one slow step forward and saw the coyote/

c-hesitate [hi:-sɛ-teIt] [hɛsəteIt, hu?] she spread its back spread its back rise
hesitate; then another step as it spread its back feet to spring; ə third step, and the

it charged at the charged
coyote turned its head sharply from side to side. 12. Looking past her, it changed the

position of its front feet. 13. Peggy's numbed brain told her to move forward. 14. She could not know that the coyote had just sensed the loss of its mate and felt fear for the first time. 15. She was relieved when it jumped sideways and disappeared as she took her fourth step. 16. For a moment, she dully watched where the coyote had been, her teeth still bared in a silent snarl. 17. Slowly her fear left, and weakness took its place. 18. She sank down, too sore and faint to lick her wounds...

21 1. The morning sun was warm, and the sheep were spreading over the sides of the shallow wash before Peggy was able to struggle to her feet. 2. Her painful steps took her through the sage and across the bedding ground. 3. It seemed to be an endless distance to the camp. 4. Again and again she paused, and it seemed she would just collapse. 5. The sounds of the sheep beat upon her, but she could not go to them yet. 6. Though her eyes were open, she failed to see that two men had ridden down the canyon to the camp and were dismounting from their horses. 7. "You were right about the camp, boss," said the younger man. 8. "When we saw it from up on the ridge, you said there was something wrong. 9. I can see a few sheep and hear more farther down the canyon. 10. They must be scattering."

22 1. The boss took in the camp at a glance, missing nothing. 2. He stepped into the tent, only to return in a moment to say, "It's worse than you think, Jake. 3. The herder is dead. 4. Been dead some time." 5. He walked to the body of Chip, and as Jake approached, the boss said simply, "Coyotes". 6. He had turned his attention to the yapping puppies, backed as far as they could into the saddlebag, when Jake stepped to his horse and drew a rifle

[want] do you c-make c-of c-this
what do you/
what do you want me to
saddlebag
from the scabbard. 7. "Hey, boss," he called softly, "what do you make of this coming
③ whatever it is it got c-the blind ⑤ [stared] ⑨ he
② it got ⑤ [saɑkəm] ⑦ he
shack ① it got to ④ [saks]
along the edge of the sage? 8. Whatever it is, it's got the blind staggers." 9. He
⑩ c-raised his
⑧ rised his quiet Jack
raised his rifle. 10. The quick eyes of the boss found what Jake saw, and he shouted,
④ without
① without
"Don't shoot! That's Peggy." 11. Both men stood still as the big dog went past, without
⑤ [nadʒɪŋ] to lie down c-heavily c-near her puppies
③ [na, nadʒin]
② [nadʒɪŋ] [heɛ]
noticing them to lie down heavily on her puppies
'em
c-get
she got
she SHE'S HAD. 12. "* WHAT A HECK OF A TIME
13. GET SOME GRUB--LOTS OF IT," THE BOSS SAID SOFTLY.

STOP

4;2 ④ [kaliɑɑkaɑʊi]

4;4 COYOTE SHE HEARD
<student, unsure of pronunciation of "coyote," tries a number of versions as in 4;2 at end of 4;4 and then repeats "she heard">

8;3 c-herder and the dog
[hedər]
c-herder
[hɛ̃, hər]
herder and dogs
HERDER AND DOG

9;3 ③ a coyote emerges from the edge of the shack not fifty feet away walking ④ with it ② with c-its head up c-down towards
② a c-coyote emerge from the edge of the shack not fifty feet away walking with it
① [kora[i] emerge from
A COYOTE EMERGED FROM THE EDGE OF THE SAGE, NOT FIFTY FEET AWAY, WALKING WITH ITS HEAD DOWN TOWARD

9;12 ④ [wɪ̃pŋ] dog

10;2 ⑥ [ɛmɒ] breeding led
⑤ [ɛˀɪmbrɪmbɛm]
③ emblem ④ leading
② [ɪmbrɪmbɛn]
① [ɪntɛˀɛn]
NIMBLE BEAST LEAPED

10;6 a vicious [tɪr]
vicious [tɪr]
a c-vicious [tɪr]
ā [vɪ]
ā victory
A VICIOUS TEAR

11;2 ⑥ she [kanstrɛtɪd]
⑤ [kan-strɛtɪk]
④ c-she [kan-sɛnstrɛkɪ]
SHE CONCENTRATED

11;6 < lengthy interaction between student and teacher ensues in which student says "I told you I couldn't read it"; teacher gives encouragement to continue and they agree to talk about it further when the student is done reading. Student continues with ② search breath >

12;7 ④ then she c-licked the wound
③ then she lacked the wound
② then she [sˌsalɪkt]
① then she [sə]
THEN SHE LICKED THE WOUND

13;3 ⑥ under
⑤ that [ʌm]
④ she [pɛətəroʊdɪ] that [ʌm]
③ she [pɛətəroʊld]
② she [pɛɛ-roʊʃɪ]
① she [pɛɪroʊld]
SHE PATROLLED THE UPPER

14;4 ④ she went to the sandbag containing
③ saddlebox
② she c-went to the saddle
① she wasn't
SHE WENT TO A SADDLEBAG CONTAINING

14;9 the c-bleat of c-ā c-lamb
the beat of [lə]/
the c-bleat
the beat of ā lamb
THE BLEAT OF A LAMB

15;6 ⑧ long hours passed with [ɪnsɪdɛnt]
⑦ [ɪnsɪdɛnt]
⑥ long hours passed without/[ɪnsardɛnt, ɪnsɪd]
⑤ without
④ [ɪn-sɪ-dɛnt]
③ [ɪnsɪstɛnt]
② c-without ā [ɪˀ]
① long hours passed with
LONG HOURS PASSED WITHOUT INCIDENT

17;7 [əvaʊ]
arouse
to [əvaˀ]
to [ɔˀ]
instinctly to [əvaɪz]
INSTANTLY TO AVOID

18;6 [flɪkt] was left
c-her right [flɪnkt]
she right flint/
she c-right flank was ripped
she [hæˀ]
HER RIGHT FLANK WAS RIPPED

21;3 ⑥ it seems to be ā endless distant
⑤ distant
④ [dɛstɪn]
③ on
② it seems to be c-an endless distant/
① it seems to be ā
IT SEEMED TO BE AN ENDLESS DISTANCE

22;12 what ā heck of ā c-time
what ā c-heck of ā [tʰaɪʔ]
neck
what ā heck
what ā [h]
WHAT A HECK OF A TIME

22;6 [jɪpɪ[ŋ]
to the [n,nɪpŋ]
to the [nɪ,nɪmpbin]
[jəs]
TO THE YAPPING

GMN ID 003 Grade 10 Tape 26; 2; 68-70 27; 1; 0-25 Story #59

Sheep Dog

T: Now, would you tell back the story as you remember it?

Ch: (laughs) Tell back the story want me to look at it?

T: No, just from memory.

Ch: I, I can't understand the big words and the beginning but I just knew it was um just um it was uh the herder and he had some sheep out and they must of been out in the high mountains and everything that they ( ) it must have been at night-time and it was out and it was that dog and the coyote, the coyotes that surround // tape break // at the beginning but I didn't know it was um this um it was the herder, and he had some sheep out, and they must have been out in the high mountains, and everything that the ( ) it must have been at nighttime and they was out and it was that dog and the coyote, the coyotes had surrounded them, and they need to build a um a fire around the uh sheep so the coyotes couldn't get to them, and so every night they would build a fire and everything, hoping that the um boss will return and give them some help.

T: Mm-hm.

Ch: Something like that. And so, um, so he had two dogs I think one name was Chip and the other one's ( ) name was uh Peggy and so, um, the the herder he must have left or went someplace or something like that, and and, um, and so, um, all of a sudden the herder must have went somewhere, and so he left um Peggy and Chip there to watch over the um sheep and so the um so he must of did never come back because um the ( ) (NT) the (coyote) in the story the coyotes must have (NT) in here. Killed them. So um anyway they was left um Chip and Peggy was left with the sheep, and they was trying to you know keep the fire going, so um the coyote couldn't do anything after a while, um, they couldn't hold out any longer, then the um coyotes was coming from each side, but um Peggy had went out looking for food and Chip was there, so the coyotes um so the coyotes I guess they jumped Chip and then they had a uh fight and Peggy ran back to try to find, you know, to try to (seal) them back in, they disappear, and um and Chip was killed but uh Peggy jumped in the fight and um and she was all worn out and tired and everything, and but before the fight and everything Peggy had to try to find food for the um the sheeps because all them was hungry, and the little puppies of hers they was hungry too and everything, but she went out in the field trying to look for rats, you know, field rats and (everything else) trying to look for food (NT) cuz she couldn't hold out just too much longer just standing still, and so um she was um she was kept trying to get them to the camp and um so when she went back to the camp he wasn't there, the herder wasn't there and everything. So, um, the herder wasn't there, so um then Peggy had to struggle along after Chip had been um dead you know from the coyotes had (dead) uh the coyotes came back and um so then Peggy had to fight. First you know he wasn't gonna fight him, but then he he cared a lot about the um sheep, so he had to you know he got build up his strength that he uh remembered. Then uh he you know his ( ) after he had fought a long time for them, then he had to um build up his strength again try to so he could keep the sheep alive because he knew if he was gone, then the um if he had you know just gave up the fight then he knew all the sheeps would had got aten up. So um he had to build up his strength, though he was already weakened, and uh so he leaped on one of the um leaped on one of the um coyotes and and tore him up real bad and so the he knew that the other one was gonna come for one of their mates being killed, so then he had to fight, you know, fight whoever and then I guess after he killed a couple of them, then they backed off for just a little while, and then he was real tired then he laid down and so then he (NT) and everything, then that was about the next day, and the sheep, you know, was lookin' out, then he started struggling on his feet and then he finally made it to the um then, you know, to the breeding ground, and then he was too near

to (rode) up on a horse and he got off of his horse, and um Peggy and he couldn't see her, and um.

T: Why not?

Ch: Because he was so tired and, you know, he had got all um bitten up and you know his fur had got torn up and his ears and everything, he was so tired, he was really hungry, that was the main point, even the sheeps and everything was hungry. But he was very tired and then the sheeps got, he had been fightin' and everything but so the sheeps were you know they were (NT) and everything, so he was still down on his feet cuz he had seen the mens you know rode up and get off of their horse and so um they was talking and everything you know, they hadn't saw um Peggy cuz she was at the side of the shack, and so um they didn't they was talking there so one of the man's name um Jack, Jack, um.

T: (Was it was it Jack or ...)

Ch: The boss told

T: Was it Jack (NT)

Ch: The boss told Jack or something that it must have been coyotes who had killed the herder. And everything. Because they had saw um that um it wasn't anybody with the herd, so um they said it must a (been) um coyotes who had killed the herder. So I think it was uh Jack that u he was born to kill um he had took his rifle by his um by his saddle bag and uh he was you know getting ready to go out (and sit up there) and shoot the um shoot the um the the coyote dog. But um he had the (philosophy) which (NT) (NT) came round on the other side of the shack and told him "don't shoot (NT) that was Peggy you know". And then he told him to get a lot of grub because he you know figured that Peggy had led them you know through all that way and showed she (was) a good dog and

T: Mm-hm.

Ch: So he (NT)

T: Yeah. Mm-hm. Had the coyotes killed the herder?

Ch: Had the coyotes killed the (herder)? Um I think the herder left just just left I guess.

T: Mm-hm.

Ch: He (hadn't) sent (him) away.

T: Was the Was the herder sick or well?

Ch: He was sick too because he was hungry. Hungry. He was, he was, uh, hungry, and you know cuz it wasn't anything else left because he had gave Peggy the last couple of biscuits and he hadn't had anything else you know. And um and Peggy was trying to figure out why you know he had been cooking and everything. Then later on in that story tell you that you know why they were cooking and everything.

T: Mm-hm.

Ch: And the herder looks at him (that) I don't think (NT) all I just I mean I in the beginning they said something about the herder, and the words was too big I didn't really understand (NT) maybe I just read over it and didn't really understand it but I (don't know) it seemed like the herder left Peggy and Chip in charge of it or something like that.

T: Unh-huh. Where do you suppose the story takes place? What part of the country?

Ch: In um well you want me tell you what it said in the story?

T: Mm-hm.

Ch: In Arizona on the um on the rimrocks of the Salt Salt Creek or somethin' like that. On the coyotes' home (in the) mountains.

T: Mm-hm. What do you suppose a rimrock is?

Ch: A rimrock? It's a it's a place where pure rocky you know it has no no grass or nothing that's why he had to try and findto a feeding ground.

T: Mm-hm.

Ch: It was real rocky.

T: OK. What time of year do you suppose it was?

Ch: Oh. (Round was) (NT) feeding ground it had to be in the spring because (yet) they were trying to go to the feeding ground.

T: Mm-hm.

Ch: It was in the spring or the summer but I think it was (mostly) in the spring.

T: Mm-hm. OK. Very good. You did a good job.

GOODMAN STORY # 60 TAPE 27;1;25- end GRADE 10 ID 003 SEX F ETHNICITY Black AGE 17
27;2;0-35

READING LEVEL LOW TRANSCRIBED BY DATE

START

1 1. Recently, I spoke with a man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, ā family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food and weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for ā future they want and begin to accept ā future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into ā new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is ā new game when the children begin assuming control of the country.

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

1418 220

[sʌkóʊld] c-general ② [harʊls] ④ [sʌkóʊld] [sɪrəkəl]
[nɛkóʊld] [dʒén] ① [har] ③ [sʌkóʊl] [sɛk]
Richard M. Nixon, circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920;

addition attention to the
c-extra add
[ɛks]
plus the extra added attraction of a congressmen and generals trying to bomb their way back

cynical 1819.
central eight
to the Stone Age with a Vietnam war circa 1890.

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war,
③ [pe:n-tʒən] *
② [pri-tɛnʃən]
① press
call off the debate
c-debate
[dɛs]
[pæɪnətəm]
[pæɪ-nə-təm]
the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom
politician issue ④ that has c-supposedly
② ① [pəlɪtɪʃən] has probably ③ [prəz] *
political issues that have supposedly divided us in the past. 3. We will no longer waste

[kʌmbjúʃən]
[kʌm]
our time debating whether or not the internal combustion engine should be allowed to

use c-useless [æɪk-tu:z-mɪkələs]
[ɛs, ɛstén]
asphyxiate us, whether we should have a useless anti-missile system to protect us from the
[əmərdʒənə]
[ʊn]
childrens have been constricted or on the name
imaginary enemies, whether our children should be conscripted to fight and die in the name

leaders this [sɪmləs] [fæɪdʒəl]
our [sɪmləs] [fæɪz]
of our leaders who enjoy handing out medals to our widows. 4. This senseless, futile debate between

[abstrɛktəd]
[abstræk]
[mɔmɪʃən]
[m, mə, m]
the obstetrician and the mortician will end.

taste
[tə]
[tɔ:r]

c-survive
[ʒ]
6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive.

[pədæɪəɹʃʊtɪs]
[pədæɪəɹɪ:ʃʊtɪs]
c-pilot
[pɑɪlɔə]
2. This is the Air Force One, where there are no parachutes. 3. All of us - President, pilot,

stewardess
[stəd]
[rɪzɜrvɪʃtɛ] a physical
[rɪzɜrvɪtə] a principle
stewardesses, first- and second-class passengers - must resuscitate a physically and
③ [dɪp]i:tɪd] *
② [dɪpɪ-pli:ʒən]
① normal [di:p]
morally depleted environment or go down together.

the United States should lead
the
c-taming [tɛknɪkɔəlɔdʒɪsts]
[tɛknɪkʊlədʒɪs]
[tɛɪmɪŋ] NOT [tɛknɪ]
7 1. The United States should lead the world in taming technology. 2. We will become a

[sæŋktʃuérɪtɪ]
[sæs]
apostrophe
^[s]
build flower
c-sanctity
[sæŋtɪ]
human sanctuary where SST's are neither built nor flown because we believe in the sanctity

③ c-alligators
② [gɛɪtəɹ] for c-amusement
① [ʃ, sæŋkt-əɪtʊk] [æɪl-lɪɹ-gɛɪ-ʃ] of [ɹ, əmjʊnɪs]
of the human eardrum. 3. Instead of building synthetic alligators for amusement parks, we

③ [ɪvɛn-gɛɪʃən] *
② ever
an ① even
③ we will stop overshore oil drilling so
④ we will stop overshore oil drilling so
will save the real one ones in the Everglades. 4. We will stop offshore oil drilling so

④ childrens
③ childrens
1419221 stop driving until we can c-see
[s]
children can swim again off Santa Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow we must crown Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

[r,ri,ri-laidnis]

are as doubt doubt are as troubled as we are. 3. They know reckless leaders are on the loose in America.

④ they know that soaking ① that soaking 4. They know the soaring rhetoric of our verbose government officials is only so much/

present / accuse that is action/ internally internal thermal pollution, that the present course is only leading to an eternal human blackout.

c-eventually even 5. Eventually they will join forces with their children or simply move over and let us pass.

c-but for we find we find that we we N.T 12 1. But when we find a governor for California who does not believe that when ~~you have seen~~

N.T. N.T. N.T. ~~one redwood you have seen them all~~; when big business gives up trying to turn college

fired fire turned radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his ~~tele~~

c-cue ④and throw tele prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver

and takes him out to dinner, then we will have only begun.

the 13 1. For there is another generation gap in the works, between us and our forthcoming

the the children. 2. For if my generation has seen through the political and technical sophistry

in time when of the times we still have not come to understand ourselves. 3. From the day in the sixth

teacher became grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been

to realize realize too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I

c-recover suspect it will take my generation many years to recover from our education. 5. We will

c-awakened awaked aware continue to be awakened by nightmares about accidental smudges costing us points on our

accidentally by electrostatically graded answer sheets, of losing a gold star because we failed to finish

of c-losing golden grading answering our milk and cookies.

cooky

of those 14 1. I suspect our children will find us a bit stiff from all confining years in the

celebrate things they feel. classroom. 2. They will probably find us too cerebral, better at thinking than feeling,

c-at seeming that senses — c-tripping
in seeming the senses — and — and — cost [t]
better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping,

actually — abusing — speaking
we will be accused (of) absorbing too much and seeking too little. 4. They may need our help

c-algebra — I am — [ɪnhæbɪʃən] [ɪn-hæ] [ɪnhæbɪt-tɛk]
[æ] — in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

③there will be a confusion between us ④there will be not
②+there will be
①+there will be a confusion
15 1. There will be conflict between us because they will not be bound by (all) the constraints [ɛstrɪm]

blinds
of the mind that bind us. 2. They will know instinctively what freedom is all about, and

③[kʌnɪkɛlədʒi] *
②[kʌ?]
①[kʌ?, kʌ, kʌnɪ]

no one will be able to take it away from them. 3. Chronological age will become less

c-excuse — [ɛgzæ?] — [æn, zɛtɛln] [abzɪn]
important; perhaps they will force us to even stop using age as an excuse for obstinacy.

③disclaiming *
②[dɪ?]
①destroying

4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

[kʊgən] [kʊmɪn] [kʊt] — [voɔn-ni-ku] [vɔn-ni-mən]
determine — [ælnər] [ɛssɛp]
16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear concept of

③the [ɪ, ʃən] *
②[ɪlɪstr]
①the [ɪ]

time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that

the — that — only — [ɔən] — is gone c-it is
following — the [ɔən] — is gone and [ɪ]
one moment follows another one, * like beads on a string, and that once a moment is gone it is

presents — [ɔzɪstɪd]
gone forever... 2. All moments, past, present, and future, always have existed, always

[ɛ, ɛ, ɛkstɛn]
will exist.

③century
②the 21st
①two — ③in the end I'm sure that — ④in the end I'm sure that
eighty-four and nineteen-eight
17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many

④we will have second thoughts when we c-see
②c-will have second thoughts when we say
①[wɪ]
[prɪ-vɛntɪv] — will begin to [pərpər-vent]
of us who began this pervasive generational rebellion will have second thoughts when we see

⑤c-what our children
③that our children
③mates *
②[fɛɪ?]
①mate

what our children do to us. 3. But I hope that instead of meeting them with Mace, we will

c-perhaps
have the good sense to meet them with love, help them of problems [pər] on their way and perhaps even join enjoin

our — worse
them. 4. For any generation could go wrong. 5. Even our own.

STOP

1;2 ⑥[æt-kʌtʃəli] in a seas of baby food,
⑤ [əkərly] in a seas of baby food.
④ [ekərɛ́rly]
③ [ekəragrɛ́l]
② [EKər, əkər]
① [ækʧərli]
ACCULTURATING IN A SEA OF BABY FOOD

2;2 ⑥[sínθɪcə]
⑤[sɪn]
④ Cynthia
CYNICISM

3;2 ③[sʌmɪn]
④[æsimɪŋ]
ASSUMING

4;1 ④widely [bar æbid]
WIDELY BERATED

4;3 ⑦ typical
POLITICAL

4;5 ⑦ [ɪnʃɪ] yesterday leader
⑥ [ɪnsetʃuælʃənli]
⑤ [ɪnsɪdʒulælʃənli]
④ [ʃɪ]
INSTITUTIONALIZING YESTERDAY'S LEADERS

5;1 ④ c-Pentagon
PENTAGON

5;3 ⑧ the international/
⑦ we will no longer waste our time c-debating whether or not the [internæʃən]
⑥ we will c-no longer c-waste ⑤ time
③ we will ⑥ wait
① we will use longer waste of time [dibeɪbɪŋ] whether or not ③ the ④[ɛɪn]
WE WILL NO LONGER WASTE OUR TIME DEBATING WHETHER OR NOT THE INTERNAL

6;3 ⑥ a normal
⑦ will come down
⑤ [ɛn, ɛnvɪ]
④ c-depleted [ɛnvɪ]
③ [dipli:tɪd]
② [dipi-pli:ʒən]
① normal [di-p]
MORALLY DEPLETED ENVIRONMENT OR GO DOWN TOGETHER

7;3 ⑦ glades
⑥ N.T.
⑤ [ivən-glel]
④ [ɛvɛn]/

8;1 ⑤ N.T.
④ [tɛknɪkal-ɪəti]
TECHNOCRATS

8;2 [tərmi-ɪdəlaɪp]
the [tɛ, tər[dəmətaɪpt]
[teps]
THE STEREOTYPES

8;1 ⑤ [nedər]
④ Ralph [n-nedər]
RALPH NADAR

8;2-3 <Child returns to 8;2?

② we'll need to free ourselves of NLT <NLT rest of 8;2?.. tommorrow we must crown
① we will need the
WE WILL NEED TO FREE OURSELVES OF THE .... TOMMORROW WE MUST CROWN

9;1 ⑦ [saeganeɛʃəns]
⑥ [staaktaɛʃən]
⑤ [staeganeɛʃən]
④ for N.T.
FOR STAGNATION

9;2 ⑥ [vaegraetɪd]
⑤ [ɪtɪd, tɛ?]
④ [vaɛ, vɛ,krɛt]
VEGETATE

9;3 ⑧ [dɪmáginactər]
⑦ the lower common [dɪmá?]
⑥ lower
⑤ [mɛn]
④ [mɪn]
③ [dɪmákər-mɪnt]
② [dɪ?]
① the lower common [dɪmakrəs]
THE LOWEST common DENOMINATOR

11;1 ⑧ c-eventually enjoy
⑦ actually /
⑥ evenly
⑤ [i:- vɛ:n]
④ evenly
EVENTUALLY JOIN

11;1 ⑥ c-with [goaɪtərz]
⑤ [goaɪ?]
④ [goa-ɪtʃər]
WITH GOITERS

11;3 ⑤ [rɛ́ktəri]
④ [rɛk-tər]
RHETORIC

11;4 ⑥ c-government officer
⑤ [vaɛnás] [dʒən]
④ [vər-bɔs]
VERBOSE GOVERNMENT OFFICIALS

12;1 when [spɛrnu] c-Agnew
[spɛr, spɛrnu] [ɛrnu]
[s-spægnu] c-Agnew
[spæg]
[spɛrnu] [ɛr]
sparkəl [æ]
when [spɔrkəl]
WHEN SPIRO AGNEW

15;3 ⑦ N.T.
⑥ [kænɛkáladʒi]
⑤ [kænɛ]
④ [kænɛkáladʒi]

16;1 ④ <u>like</u> [briθ] on ā string
③ like bread on ā string
② green
① like [li]
LIKE BEADS ON A STRING

13,3 ⑦ [klʌmbi]

13,3 ⑥ too [æŋzaɛər]
⑤ too [ænt, æŋktʃərəs]
④ too [ʌnt]/

16;1 ⑥ the [ilúʃən]
⑤ [ilúʃən]
④ the [i, iluʃən]

17;3 ⑥ [mɛɛ]
⑤ <u>mate</u>
④ face

Generation Gap

T: What did you think about that article?

Ch: It was too many opinions, about, it seemed like in, it was one man talkin' about all his opinions and of what we should do, why we should do wrong and and the world was too big for me to understand it but generally it was just giving opinions, opinions, what we should do, and what we shouldn't do, and and how we should do it, and how we

T: Wonder if that's very interesting, that's very interesting, what were some of the opinions that he was talking about, that he gave?

Ch: Oh like um, oh about the (cleaning up the water) and how you should drill it out, and President Nixon's (NT) the voice over the ( ) and how to handle kids I guess. About picketing you know like um he said the (K) you know the fellows in the army and everything, and he you know he laughed at the fighting, that's what I gather from it. They were just saying different things about um they were Nixon and (NT)

T: Who is he?

Ch: He I can't think of it I can I can't for the life of me I don't know who he is. I just heard about him.

T: Uh-huh.

Ch: And uh there's Eldridge Cleaver and (NT). And one thing I was surprised they didn't say nothin' about oh well (NT) oh anyway

T: No, what were you surprised they didn't say anything about?

Ch: It was a generation gap well like they they they didn't say anything about um ( ) they said one little thing about ( ) um I can't remember (NT), they said um they said one little thing I think through the whole thing. One little thing about ( ) But you know I thought it was the title was (like) generation gap like if uh it was uh they would tell about (the) (pollution) and war, that kind (NT) um what else and how they should you know try to understand kids, but and then in a sense I was reading it just seemed like it was a grown-up talking about his opinion. Then (NT) it seemed like it was a um it was a student's opinion but

T: Mm-hm. It seemed like partly a grown-up's opinion and then suddenly it seemed like a student's opinion.

Ch: Student's opinion like

T: How old do you suppose this writer is?

Ch: Mm. He can't be too old because he talk that he's old and then he tries to be young, I think he's about maybe he (in) experience and everything, he was about in his late 20s.

T: Mm-hm.

Ch: But he experience a lot, because he, I mean he he sound like he's old, but then he talks in the thing like he's not too old from the words you know.

T: Mm-hm.

Ch: (if) he say

T: Mm-hm.

Ch: And (common sense is)

T: Like what words for instance?

Ch: Well, I mean not the words I mean the magazine itself, I mean (NT) the generation gap. And young kids look at it they gonna wanna read what's it's what's in it but (NT) they're too many big words for a you know a young student to read like I find the title real (interesting) (NT) you know why, why we need the generation gap, that for that's for young kids and young kids see that title they really wanna read, you know to find out what they saying about the younger generation, and everything, the generation gap. But in it he had too many words I guess if he wanted basically for the adults he should have changed the title and you know a little bit more.

T: Mm-hm.

Ch: But um it was good you know but but I couldn't understand it because of the big words but I think I could (NT) he was he was really tryin' to uh you know tell his point of view about everything you know like um uh, his point of view instead of giving other people's point of view about we should do this we shouldn't do that and what we should (NT) and everything like that.

T: Uh-huh. What does he think's gonna happen to the generation gap?

Ch: That they well he's well he's tryin' to say that like the kids they be out picketing for Vietnam and and all of that you know, and they gonna pretty soon be ones to take over and stuff like that.

T: Uh-huh.

Ch: But um I'm I'm still that way I mean you. Well everybody has their opinion, he wrote this thing so he gave his opinion.

T: Yeah, unh-huh. Yes.

Ch: Well uh this is that's what he's tryin' to say that you know we should try to understand it better because you know what everybody in a way, he's trying to say getting out of hand like picketing you know for the Vietnam war and everything. And he's what does he say about that I'm sorry I didn't quite hear that. Like you know how we be out there picketing and trying um we we write up petitions and well this you know

T: Yeah.

Ch: I'm tryin' tell you better in my words what I'm tryin' to say.

T: Mm-hm.

Ch: Like you know like write up petitions about the Vietnam war and about Nixon (NT) you know the boys over there in the war and everything.

T: Yeah.

Ch: Like that. (NT) really outstanding you know thinking (like) and um that enjoy giving widows medals and um

T: Who does? Who enjoys that?

Ch: Nixon.

T: Yeah.

Ch: You know giving widows um medals even though he had sent their (husbands NT) and everything, he enjoyed giving them out medals you know. But um (but he's) trying to say (you) kids (may) just get too involved in it like picketing and everything.

T: He thinks they're too involved. That's that's

Ch: Yeah you know yeah too involved because he gets to thinking they (NT) out of trouble and everything. But um

T: Mm-hm.

Ch: Then he was saying it's better for them about Nixon, sending them over there, he he talk like he he's a grown-up you know he don't want kids to do it and then he talk like Nixon's doin' this and then

T: Mm-hm.

Ch: The kids shouldn't do that then he (NT) Nixon sendin' them over there and enjoy giving them widows. (Really)

T: Mm-hm. Mm-hm. Yeah. What does he does he think that the generation gap's gonna disappear or that it's going to get bigger or going to get smaller. Or does he talk about that?

Ch: The generation gap? Yeah he said it uh probably last for for you know over and over. Like you know he was saying the generation gap 19.. wait, in 1916, last we might we might look around and we might still be here in the um 21st century.

T: Mm-hm.

Ch: And um it (NT) no matter how you know old people I mean grown-ups will always think different than young you know kids that that

T: Mm-hm.

Ch: There'll always be a generation gap because kids you know just think different from grown-ups.

T: Does he think that's good or bad? That kids that will always think different from grown-ups?

Ch: Well, really he didn't see it like that you know like he that you know at the end he said well well we should get to understand them more. Because you know

then we might enjoy things that they're doing that they're doing you know but they're all upset then that way you know get along, and then the generation gap be you know won't be no gap because we get along like a (family).

T: OK. Thank you very much, [redacted].

GOODMAN STORY # 60 TAPE 5:1; 0-40 GRADE 10 ID 004 SEX F ETHNICITY Black AGE 17

READING LEVEL LOW TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food, weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for a future they want and begin to accept a future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into a new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

232 1430

Richard M. Nixon, circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920; plus the extra added attraction of congressmen and generals trying to bomb their way back to the Stone Age with (a) Vietnam war circa 1890.

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war, the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom political issues that have supposedly divided us in (the) past. 3. We will no longer waste our time debating whether or not the internal combustion engine should be allowed to asphyxiate us, whether we should have (a) useless anti-missile system to protect us from imaginary enemies, whether our children should be conscripted to fight and die in (the) name of leaders who enjoy handing out medals to widows. 4. This senseless, futile debate between the obstetrician and (the) mortician will end.

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive. 2. This is Air Force One, where there are no parachutes. 3. All of us - President, pilot, stewardesses, first- and second-class passengers - must resuscitate a physically and morally depleted environment or go down together.

7 1. The United States should lead the world in taming technology. 2. We will become a human sanctuary where SST's are neither built nor flown because we believe in the sanctity of the human eardrum. 3. Instead of building synthetic alligators for amusement parks, we will save the real ones in the Everglades. 4. We will stop offshore oil drilling so children can swim again off Santa Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

are as troubled as we are. 3. They know reckless leaders are on the loose in America.

4. They know the soaring rhetoric of our verbose government officials is only so much thermal pollution, that the present course is only leading to an eternal human blackout.

5. Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for California who does not believe that when you have seen one redwood you have seen them all; when big business gives up trying to turn college radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his teleprompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver and takes him out to dinner, then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming children. 2. For if my generation has seen through the political and technical sophistry of the times, we still have not come to understand ourselves. 3. From the day in sixth grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I suspect it will take my generation many years to recover from our education. 5. We will continue to be awakened by nightmares about accidental smudges costing us points on our electrostatically graded answer sheets, of losing a gold star because we failed to finish our milk and cookies.

14 1. I suspect our children will find us a bit stiff from all those ~~confining~~ years in the classroom. 2.. They will probably find us too cerebral, better at thinking than feeling,

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping, we will be accused of absorbing too much and seeking too little. 4. They may need our help in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

15 1. There will be conflict between us because they will not be bound by all the constraints of the mind that bind us. 2. They will know instinctively what freedom is all about, and no one will be able to take it away from them. 3. Chronological age will become less important; perhaps they will force us to even stop using age as an excuse for obstinacy. 4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear concept of time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that one moment follows another one, like beads on a string, and that once a moment is gone it is gone forever... 2. All moments, past, present, and future, always have existed, always will exist.

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many of us who began this pervasive generational rebellion will have second thoughts when we see what our children do to us. 3. But I hope that instead of meeting them with Mace, we will have the good sense to meet them with love, help them on their way and perhaps even join them. 4. For any generation could go wrong. 5. Even our own.

STOP

GMN ID 004 Grade 10 Tape 5; 1; 40-50 Story #60

The Generation Gap

T: OK, how about that story? That article rather, excuse me, not a story.

Ch: Um well I liked um I liked some of (the) thing they talk about the generation gap. On what they should do, um, about um but when they say something like (corometer age) you know, something like should they stop there, they shouldn't do that, I mean um um because um they shouldn't um tell you quit counting your birthdays and stuff like that because uh um most of the time I mean um you know well your age is if un you wasn't over 21, you know uh sometime you uh it's uh it's your it's not your (corometer) age it's uh um what you know you know in your mind.

T: Uh-huh, uh-huh.

Ch: And uh uh um

T: But you still don't think it would be a good idea to forget about your birthdays

Ch: Mm-mm.

T: even though it is (what) in your mind.

Ch: Mm-mm. And um um

T: What is the generation gap? What's he talking about, a generation gap?

Ch: Um well um (NT) talking about the young peoples and (8) different ideas and uh

T: Different ideas from who?

Ch: From the older people.

T: Mm-hm.

Ch: And uh how they're somtimes their ideas agree with some of the you know the young people's ideas so you know

T: Mm-hm. Does what does he think's gonna happen to the generation gap?

Ch: Um. They won't uh see they think that the kids are in going to school they in a hot sweat and uh and they when they get out you know of school you know they can't take no more. So uh they you know like sometime uh uh they could be right you know sometime they get carried too far.

T: Mm-hm.

Ch: And uh so so if uh if they think uh what they uh (NT) they should be uh uh chastized you know by any school because uh when they do get out you know they if they do take over they will go too far. But if they be chastized you know um they will have the love and uh and the interest (and) help them and accomplishing (something)

T: Mm-hm.

Ch: for the people

T: Mm-hm.

Ch: and for theyself.

T: Mm-hm. Well what does uh he think is gonna happen to the generation gap, does he think it's gonna go away or does he think it's going to get bigger or does he think that this is the last generation gap that they'll ever be? What does he say about that?

Ch: Mm. It it's not the last generation gap it's gonna be because everybody gonna have some kind of ideas and everybody gonna say something (NT) you know even if it's your friend you know they gonna think (something) that you should do this or something like that. (NT) they gonna all get together you know and uh and uh everything'll be OK. I don't know about that because it's always gonna be somebody's gonna object or something then (NT)

T: Mm-hm. How come he mentions lots of different people in his article? Do you remember some of the people that he mentions?

Ch: Mm. Um. Uh. He mentions uh something about Nixon.

T: Mm-hm.

Ch: And uh uh President uh uh General Motors and Charley Smothers. Come on CBS.

T: Uh-huh. How come he mentioned those people do you think?

Ch: Um. Because some I guess you know because you know uh he be doing something like some of us be doing something like them.

T: Mm-hm.

Ch: And uh and uh you know when (NT) I think you know he give us an example you know uh (NT)

T: Mm-hm. How old do you suppose the person is who wrote this article? Was it an old man or a young man or a middle-aged man?

Ch: A young man. (NT) I don't I mean I guess it a young man.

T: Mm-hm. Is there anything that you read that would lead you to think that he was a young man?

Ch: Uh. Nothing, not really, but uh um um of his that of his that uh I spoke with a man recently twice my age um I just know because some young people you know they have some talent around you know and they uh about what's goin' on in the world, somethin' like that.

T: OK. Well. OK. Good enough. Thank you then.

GOODMAN STORY # 60 TAPE 29.2;30-60 GRADE 10 ID 005 SEX M ETHNICITY White AGE 16

READING LEVEL Average TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with a man twice my age who expressed great faith in the future of

American youth: "There's nothing wrong with them that ten years, a family, mortgage more (c-mortgage) and car

wouldn't be [ændəl] wouldn't be c-able ③ he, of course, envisions millions of ④ trouble ① he, of course, envisions millions of young trouble

payments won't be able to cure." 2. He, of course, envisions millions of young trouble-

⑤ makers shaving their ② makers/shaving their/

makers shaving their beards, dropping their hems, marching across the generation gap and/

[ʌkáltəreɪtɪŋ] [ʌk, ʌkəl] c-weed we [díbɛntʃərz] [di]

acculturating in a sea of baby food, weed killer and convertible debentures.

c-preconception [pə', pri']

2 1. Such wishful thinking arises from the/preconception that maturity will force the young

c-accept [s-s] that they

to stop fighting for a future they want and begin to accept a future, they can get. 2. It

[saɪnɪsɪsm] [s-s, saɪ] c-divided [di']

is precisely this/cynicism that has divided fathers and sons during the 1960s. 3. For

risk the c-clubs club

example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war

only when c-it doesn't cost he doesn't cost

while, to some, the President seems willing to end the fighting only when it doesn't cost

[gɔ́lap]

him any percentage points on the/latest/Gallup poll.

will c-widen [wʌ, wʌ] [waɪdɪn]

3. 1. But the conflict will widen, and, by 1980 when I am 33, I [sakspɛk] suspect that the gap between

[waɪdənd] wide to a

my generation and the generation now in power will have widened into a new national fault

line rocking the entire country. 2. It is one thing to smash powerless children on the

[ʌsumɪŋ]

picket line, it is a new game when the children begin assuming control of the country.

young c-dissidents [dɪs-sɪ-dents] [dɪs]

4 1. Young dissidents have been widely/berated for lacking/an alternative to the present

c-berated [bəreɪtəd] [ɔltərnéɪtɪv]

system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of

c-reincarnate [ri] c-obsolescence [əb]

course, will be to reincarnate the political system. 4. "Planned obsolescents" can no

c-institutionalizing [s-s]

longer run the country. 5. We can't continue/institutionalizing yesterday's leaders:

Richard M. Nixon, circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920;

plus the extra added attraction of congressmen and generals trying to bomb their way back

to the Stone Age with a Vietnam war circa 1890.

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war,

the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom

political issues that have supposedly divided us in the past. 3. We will no longer waste

our time debating whether or not the internal combustion engine should be allowed to

asphyxiate us, whether we should have a useless anti-missile system to protect us from

imaginary enemies, whether our children should be conscripted to fight and die in the name

of leaders who enjoy handing out medals to widows. 4. This senseless, futile debate between

the obstetrician and the mortician will end.

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive.

2. This is Air Force One, where there are no parachutes. 3. All of us - President, pilot,

stewardesses, first- and second-class passengers - must resuscitate a physically and

morally depleted environment or go down together.

7 1. The United States should lead the world in taming technology. 2. We will become a

human sanctuary where SST's are neither built nor flown because we believe in the sanctity

of the human eardrum. 3. Instead of building synthetic alligators for amusement parks, we

will save the real ones in the Everglades. 4. We will stop offshore oil drilling so

children can swim again off Santa Barbara and stop driving until we can see Los Angeles.

c-novocaine [nan,nɔ²] c-politicians [pʌl] c-technocrats [tɛk,tɛknɑ²]

8 1. But once we have begun draining the/ novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and the rapid/vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, crash cash in Las Angeles Vegas, abandon our calling cards and list everyone in Who's Who.

[ʌgeɪnɪŋ] [ʌg²] [s-stægnc[ən] [s-stræg]

9. 1. Aging can no longer be an excuse for/ stagnation. 2. We cannot continue to stunt the growth of adults as if they were/ c-bonsai [bons] [bɑn] bonsai trees, c-intentionally in intentionally c-kept [ki²] kept in a/ c-precarious [prik] precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

c-intellect intelligence [idʒɛnz] c-section inter-fold

[kɔrpɔreɪt] [kɔrpə²] c-he we [h]

10 1. He can't continue fighting his way up to the/ corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the c-corporate [kɔr] corporate tattoo and come out of mental retirement.

unable to c-quit be quite

when scales start falling c-from [fə²] that c-many [sʌkspekt] every

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with ② [goɪ] goiters ④ for for ① [gɔi] ⑤ [sɛlbrəmz] ③ sell cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

are as troubled as we are. 3. They know reckless leaders are on the loose in America.

4. They know the soaring rhetoric of our verbose government officials is only so much thermal pollution, that the present course is only leading to an eternal human blackout. *

5. Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for California who does not believe that when you have seen one redwood you have seen them all; when big business gives up trying to turn college radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his television prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver and takes him out to dinner, then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming children. 2. For if my generation has seen through the political and technical sophistry of the times, we still have not come to understand ourselves. 3. From the day in sixth grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been too too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I suspect it will take my generation many years to recover from our education. 5. We will continue to be awakened by nightmares about accidental smudges costing us points on our electrostatically graded answer sheets, of losing a gold star because we failed to finish our milk and cookies.

14 1. I suspect our children will find us a bit stiff from all those confining years in the classroom. 2.. They will probably find us too cerebral, better at thinking than feeling,

c-mind [m-m]

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping,

c-absorbing [ʌb,ʌbz,ʌb]

when are
∧ we will be accused of absorbing too much and seeking too little. 4. They may need our help

[ɪnhɪbɪtéɪʃənz]

in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

constrictions
their [kʌns,kʌstrɪkʃ]

15 1. There will be conflict between us because they will not be bound by all the constraints

what c-freedom is
free is

of the mind that bind us. 2. They will know instinctively what freedom is all about, and

[kɔnɪ|ɔdʒɪkə|]

no one will be able to take it away from them. 3. Chronological age will become less

[ʌbstɪnɪsi]

[ɪnpoortɛnt] [ʌb,ʌbs-s]

important; perhaps they will force us to even stop using age as an excuse for obstinacy.

4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

I suspect they
that they [vɔngət]
c-Vonnegut
[vɔnɪ]
forgot liner

16 1. I suspect, they might demand with Kurt Vonnegut that we forget our linear concept of

time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that

c-like c-beads
the other that be [wʌn-ns] ③it is ①it is

one moment follows another one, like beads on a string, and that once a moment is gone it is

④c-gone c-forever
③never [fɛ?]

gone forever... 2. All moments, past, present, and future, always have existed, always

will exist.

c-we
[ri]

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many

[f-find]
[pʌrvæsɪv] [genər,genərəl|ɪ]
[pʌr]

of us who began this pervasive generational rebellion will have second thoughts when we see

what our children do to us. 3. But I hope that instead of meeting them with Mace, we will

[wɪf] the

have the good sense to meet them with love, help them on their way and perhaps even join

for c-any c-generation could
for many [dʒen-əreɪʃənz] could

them. 4. For any generation could go wrong. 5. Even our own.

STOP

7,2 ⑤ [sænktʃuari]
④ [sænktruə']

11,4 <rising intonation as after subordinate clause, followed by brief pause>

GOODMAN STORY # 60 TAPE 30;2;30-63 GRADE 10 ID 006 SEX F ETHNICITY Black AGE 16

READING LEVEL Average TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with ā man twice my age who expressed great faith in the future of ⑤ American ② American ③ young youth: "There's nothing wrong with them that ten years, a family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food, weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for ā future they want and begin to accept ā future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into a new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

c-circa [sɑkə?, sɑk] [sɑkə] J. c-Edgar [ɛ?]

Richard M. Nixon, circa 1940; Gen. Lewis/Hershey, circa 1930; (J.) Edgar Hoover, circa 1920;

plus the extra added/attraction of congressmen and generals trying to bomb their way back

c-stone age [st] age

to (the) Stone Age with a Vietnam war circa 1890.

c-new [nu?] time

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war,

call off off call off of [fænθən]

the Pentagon will retreat. 2. Likewise, we must call off the debate on the/phantom

c-issues [ɪʃ] are [vɑɪdəd]

political issues that have supposedly divided us in the past. 3. We will no longer waste

③ allowed to ① allowed to international

our time debating whether or not the internal combustion engine should be allowed to/

⑤ [æsfɑɪəs-ɪkst] ④ [æs-fɑɪəɪt] ② [æs] (us)

asphyxiate us/whether we should have a useless/anti-missile system to protect us from

c-conscripted [kʌns] in the c-name [sẽi?]

imaginary/enemies, whether our children should be conscripted to fight and die in the name

c-to with the

of leaders who enjoy handing out medals to widows. 4. This senseless,/futile debate between

[abs, abstɪríkən] [mɔr-tɪʃən]

the obstetrician and the/mortician will end.

for this is not the/c-Titanic for this is the time c-lifeboats [flɑɪt]

6. 1. For this is (not) the Titanic, where a lucky few can climb into lifeboats and survive.

2. This is Air Force One, where there/are no parachutes. 3. All of us/- President, pilot,

Stewardess c-passengers [pæsɪn̄] [rɪs-s, rɪsuksədət] [rɪsə?]

stewardesses, first- and second-class passengers - must/resuscitate ② ā/① psychological

go down c-together to toward

physically and morally/morally depleted environment or/go down together..

c-technology [tɛk] [tɛk-nɪ?]

7. 1. The United States should lead the world in taming technology. 2. We will become ā

c-sanctuary [ɪm] SS-T's sanity [s-sɛnə]

human sanctuary where SST's are neither built nor flown because we believe in the sanctity

③ we ① we

of the human eardrum. 3. Instead of building/synthetic/alligators for amusement parks, we

④ will save ② (will) save the real ones/in the Everglades. 4. We will stop offshore oil drilling so

we c-can [kæ?]

children can swim/again off Santa Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun draining the/novocaine [n] c-novocaine out of our/politicians and/technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the/stereotypes, the greed, the/anxieties [æn] [ænɛkSɪtiz] and vapid status symbols that ~~propel our society~~ N.T. N.T. N.T. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in/Who's Who. anyone whose/

9. 1. Aging can no longer be an/excuse [ɛkskɔz] for stagnation. 2. We cannot continue to/stunt [snuɛt] [sɪ,sɪ,si] the growth of adults as (if) they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to/suck/his/intellect down to the lowest common/denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the/centerfold.

(1) as (2) we (3) as if c-they were (4) [ban] (5) [banse] (6) as if they were [bʌnsɛ] (7) [bʌnsɛs] again c-intentionally [ɪn] precautious c-intellect [ɪntɛlə'] in the c-lowest in the [lə'] we stock c-exchange [ɪtʃeɪndʒ]

10 1. He can't/continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because/he would/lose the fringe benefit of free/psychiatric care needed because the job is driving him crazy. 3. He must smash his/shock-proof gold watch, shed the corporate tattoo and come out of/mental retirement./

c-his the [kɔrpɔ́rɪt] c-ladder [l] [frɪdʒ] the/fringe [pɔ́sætrɪk] shocks [kɔ́rɪtət] the

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with/goiters for carebrums who want to do/us in. 2. I suspect that, like Dr. Spock, many of our parents

his [goətərz] [mi]

are c-as
at
are as troubled as we are. / 3. They know reckless leaders are on the loose in America.

[ri-troʊk] [vɛrboʊz]
4. They know the soaring/rhetoric of our/verbose government officials is only/as so much

internal
thermal pollution, that the/present/course/is only leading to an/eternal human blackout.
c-eventually
[ivɛnt]
5. Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for California who does not believe that when/you have seen/
c-when big business
with big
with big business
one redwood you have seen them all; when big business gives up trying to turn college

[rædɪkʊlz] [tɛlə-
radicals into square roots; when/Spiro Agnew fires his speechwriter, turns off his/tele-

prampər]
prompter and throws away his hue cue cards; when the new FBI director/catches/Eldridge Cleaver

and takes him out to dinner, then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming
[soʊfɪstri]
[sɔfɪs]
children. 2. For if my generation has seen/through the political and technical/sophistry
we c-still
[ʃə']
to c-understand
[ʌndərs]
of the times, we still have not come to understand ourselves. 3. From the day in sixth
c-obsessed
[ʌbs-s]
c-homework
[hoʊmbə']
grade when our Sputnik-obsessed teachers began clobbering us with homework, we have/been

too nervous/too/[ænɛksɪəs] anxious, too guilt-ridden to really know what we are all about. 4. I

suspect it will take my generation many years to recover from our education. 5. We will

[æks-ədɛntəl]
[əs]
continue to be awakened by nightmares about/accidental smudges costing us points on our/
stætɪkli]
[ɛlɛk-trɑɪn-stætɪkəl-
electrostatically graded answer sheets, of losing our a gold star because we failed to finish

our milk and cookies.

c-stiff
[st]
14 1. I suspect my our children will find us a bit stiff from all those confining years in the

classroom. 2.. They will probably find us too cerebral,/better at thinking than feeling,

better at seeing than sensing, better at listening than touching./ 3. Caught mind-tripping,

we will be accused of/absorbing too much and seeking too little. 4. They may need our help
[ɪnhaɪbətaɪ]ənz] [ɪn] [ɪnhɪ?,ɪnhɪbɪ?]
I am
in algebra, but I'm sure/we're going to need their help in freeing us of our inhibitions./

15 1. There will be conflict between us because they will not be bound by all the/ [kʌn-strænts]
but
constraints of the mind that bind us. 2. They will know/ c-instinctively [ɪn,ɪns-stɪnk]
instinctively what freedom is all about, and no one will be able to take it away [frəˀ] from them./ 3. Chronological age will become less
[kranʃɪdʒɪkəl] [kranʃɪdʒə] [kranʃkəli]
c-for/[abstɪneɪri]
important; perhaps they will force us to even stop using age as an excuse for obstinacy.
[ʌ]
and all lie c-about our age
4. Maybe we will stop declaring birthdays for awhile and all lie [ʌbɛk] about our age.

with [krʊt]/[vanigʌt]
16 1. I suspect they might demand with/ Kurt Vonnegut that we forget our/ [lɪnər]
with [kruˀ]
Kurt
linear concept of time, that we become "unstuck in time" and abandon the "illusion [əlɪʒən]
we have here on Earth that one/moment follows another one, like/beads on a string, and that once a moment is gone it is gone forever... 2. All/moments, past, present, or and future, always have existed, always will exist.

we c-will [wəˀ]
2000 and I
17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many
[parvæsɪv] c-will [wɛlʃ]
of us who began this/ pervasive generational rebellion will have second thoughts/when we see
c-Mace [məˀ]
what our children do to us. 3. But I hope that instead of meeting/them with Mace, we will have/the good sense to meet them with love, help them on their way and perhaps even join them. 4. For any generation could go wrong. 5. Even our own.

STOP

GOODMAN STORY # 60 TAPE 32;1;1-50 GRADE 10 ID 007 SEX M ETHNICITY Black AGE 16

READING LEVEL Average TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with ā man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family, mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in a sea of baby food, weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for a future they want and begin to accept ā future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into ā new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming control of the country.

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

144250

Richard M. Nixon,/circa 1940; Gen. Lewis/Hershey, circa 1930;/J. Edward Edgar Hoover, circa 1920;

plus the extra added attraction of congressmen and generals trying to bomb their way back

to the Stone Age/with ā Vietnam war/circa 1890.

Signed a Sunday New York Times

5 1. When 200 million Americans sign a Sunday New York Times ad opposed to the Vietnam war,/

the Pentagon will retreat/ 2. Likewise, we must call off the debate of on the phantom

political/issue issues that have supposedly divided us in the past. 3. We will no longer waste

c-internal

our time debating whether or not the/internal combustion/engine should be allowed to/

enter

[ʌsfiliqt] unless we should have ā c-useless anti-missile system c-to

asphyxiate us/ whether we should have a useless anti-missile system to protect us from

[kʌns-skriptid]

imaginary enemies,/whether our children should be/conscripted to fight and die in the name

the

of leaders who enjoy handing out medals to widows. 4. This senseless,/futile debate between

c-obstetrician

[abs, abstə]

c-obstetrician [mɔrtiʃən]

the/obstetrician and the/mortician will end.

c-where ā lucky few

hate were ā lucky few

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive.

presidents pilots

2. This is Air Force/One/ where there are no parachutes. 3. All of us - President, pilot,

[stuwərdnisəs]

[stuward-nisəs]

Steward classes c-resuscitate c-physically

stewardesses, first- and second-class passengers - must/resuscitate ā physically and

[ris, ris-s] [fis]

debate/

morally depleted environment or/go down together.

train

7 1. The United States should/lead the world in taming technology./ 2. *We will become a

c-because c-we [saesnɪti]

[bə'] [wir] sanity [s-s]

human sanctuary where SST's are neither built nor flown because we believe in the/sanctity

of the human eardrum. 3. Instead of building synthetic/alligators for amusement parks, we

will save the real ones in the Everglades. 4. We will stop offshore oil drilling so

c-Santa

[sæ'] 1449 251

children can swim again/off Santa Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun/draining the novocaine out of our/politicians and/technocrats, instead installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have/to start looking inward. 2. We will need/to free/ourselves of the/stereotalps, and the greed, the anxieties and/vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America/who has buck teeth,/cash in Las Vegas, abandon/our calling cards/and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for/stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a/precarious/biological environment where it is impossible to grow,/change, mature or expand,/where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to/suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case,/his sex in the/centerfold.

10 1. *He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, and shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

trouble
are as/troubled as we are. 3. They know reckless leaders are on the loose in America.

[rɛ́ʊɔrɪk] [vɜ́rbɔɔs]
rhetoric [vɜ́rbəs]
4. They know the soaring/rhetoric of our/verbose government officials is only so much/

[tɜrməl] population/ president an internal [ɪ́nʧrnəl]
thermal pollution, that the present course is only leading to an/eternal human blackout.

force or c-simply move over
simple move over
5.Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find a governor for California who does not believe that when you have seen

[ɔm] [bɪznɛsə']
one redwood you have seen them all; when big business gives up trying to turn college

②[tɛlə-]
①[tɛlə']
radicals into square roots; when Spiro Agnew fires his speechwriter, turns (off) his tele-
④c-teleprompter
③[prɑmtər] Cleveland
prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver

and takes him out to dinner, then we will/have only begun.

②in the c-works c-forthcoming
①world forthcomes
13 1. For there is another generation gap in the works/between us and our forthcoming forth

[sɔkrɪstri]
children. 2. for it is For if my generation has seen through the political and/technical/sophistry [s-s,apsə',s-s]
the
③from the day in the sixth
①from the day in sixth
of the times, we still have not come to understand ourselves. 3. From the day in sixth
④grade when our Sputnik [absɛstɛ'] teachers began/
②grade when our/Sputnik observed teachers began/ we have c-been
grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been [bikæ]

[kʌlt]/
too nervous, too anxious, too guilt-ridden/to really know what we are all about. 4. I

③we will
①we will
suspect it will take my generation many years to recover from our education. 5. We will
④continue to c-be c-awakened c-smudges ③on our
②continue to break awaken [s-s] ①on our
continue to be awakened by nightmares about accidental smudges costing us points on our
④c-electrostatically
②[ɪlɛktroɔs-stætɪkli]
electrostatically graded answer sheets, of losing a gold star because we failed to finish

our milk and cookies.

confirming
14 1. I suspect our children will find us a bit stiff from all those confining years in the

better at
[sɛrəbəl] better at
classroom. 2.. They will probably find us too/cerebral, better at thinking than feeling,

better at seeing/than sensing, better at listening than touching. 3. Caught mind-tripping,

we will be accused (excused from) of absorbing too much and seeking too little./ 4. They may need our help

in algebra, but I'm sure we're going to need their help in freeing/us of our inhibitions. (② inhabitants ① in) [kʌnstrɪnts] [kʌn] [kʌnstrɪnts]

15 1. There will be conflict between us because they will not be bound by all the/constraints (there we will be) (pound)

of the mind that bind us. 2. They will know instinctively what freedom is all about, and (blind)

no one will be able to take it away from them./ 3. Chronological age will become less ② [kɔrn-ʃlədʒɪkəl]* ② [kɔrnʃɔdʒɪkəl] ① [kɔrnə]

important; perhaps they will force us to even stop using age as an excuse for/obstinacy. [abstensɪsi]/ [abs,obstensɪs]

4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our/linear concept of (I suspect they) (I suspect that they) [vɔnɪgət] c-Vonnegut [vɔn] (liner)

time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that [ɪluʃən]

one moment/follows another one, like beads on a string, and that once a moment is gone it is

gone forever... 2. All moments, past, present, and future, always (have) existed, always (always have exist exist)

will exist.

17 1. *Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many

of us who began this pervasive [privesɪv] generational rebellion will have second thoughts when we see

what our children do to us. 3. But I hope that instead of meeting them with Mace, we will

have (the) good sense to meet (to c-meet make) them with love, help them on their way and perhaps [prihæps] even join

them. 4. For any generation could go wrong. 5. Even our own.

STOP

2,2 ④[saɪnɛksiəm]
③ it is precisely this [saɪnɛθsiəm, saɛ]
②[saɪnɛksiəm]
① it is precisely this/[saɪnɛ', saɛ']
IT IS PRECISELY THIS CYNICISM

7,2
c-we [wə']	will	become	a ā	human human	c-sanctuary song
we	will	become	ā	human/	[sæŋ, sæŋkdʒu']
we	will	become	ā	human/	
WE	WILL	BECOME	A	HUMAN	SANCTUARY

10,1 ⑥[kɛrɔpoorɛɛt]
⑤[krɔpoorɛɛt] ladder
④[koo]
③he can't continue fighting his way up to the [krɔpoorɛɛt] ② c-ladder
① he can't continue fighting his way up to the/[koo-aparat] leader
HE CAN'T CONTINUE FIGHTING HIS WAY UP THE CORPORATE LADDER

15,3 ④ [kɔrənɔlídʒɪkəl]

17,1 ⑦ perhaps we will reach 1984 and find we c-are
⑤and ⑥we
③c-1984 and ④we will
① perhaps we ②reach nineteen
PERHAPS WE WILL REACH 1984 AND FIND WE ARE

Generation Gap

T: What ideas does he present?

C: Well, the meaning of the story?

T: Mm-hm.

C: Well, it's uh. The writer is trying to uh get the people to see what the world is coming to and what is yet to come to. But uh. How it is now and how it should be later on, or how it going to be later on.

T: Mm-hm. Can you think of some of the examples that he used?

C: Uh. When he uh he refers back to uh uh. Richard M. Nixon and uh Ralph Ceder or somebody. Think. He refers, he referred back to (NT). You need yourself all time, today. What they are doing is how you going about things.

T: And what does he think about how they're going about things?

C: Well uh. He don't actually disagree with it but he know it can be better. He is looking all that future.

T: Mm-hm. And what what are some other things that he mentions when he talks about the way things are now and the way things should be?

C: Uh. He talk, he talk he mention about people's families. He talk about the family you know. The generation gap.

T: Uh-huh. What about the generation gap? What does he think it is?

C: Uh. He, I guess he think it's uh a dividing line between the uh between the adults and and the young.

T: Mm-hm. What else does he think about it? Does he think it's going to get bigger or get smaller, it's going to go away or it's good or it's bad?

C: I believe he thinks going to get bigger.

T: Uh-huh. What gave you that idea? That's good. I'm not saying "What gave you that idea?" but I'm asking where what you read that.

C: I don't recall what I read that gave me that idea. But that was my opinion on that.

T: Mm-hm. And what about. What else about the generation gap does he say?

C: Oh, he get's into the political political (pot spot) generation gap.

T: Mm-hm.

C: It's got the leaders of political parties and all that. Hot air of. How about how they're over us you know. About how much they're over us and how they're using their power (NT). And he discuss and know about whether they were using force or gifts. You know he didn't actually say that but in the way, in his way of speaking that was what he was getting at.

T: Yeah, he was getting at what. Tell me again. That?

C: How political parties were using their power. Whether they was using the force or gifts.

T: Uh-huh. And what did he think just from the way he was talking?

C: Well he felt guilty against it.

T: Does he think the generation gap is going to ever be good?

C: Well, he believe it can be better. He believe it can be good, but uh it take time.

T: Uh-huh.

C: And and uh in a way he he he don't think he going to be here to see that other generation gap, the way he explain.

T: Uh-huh.

C: So he he had never no action.

T: What in your reading led you to that conclusion?

C: When he say uh he he he he mention about the forthcoming (NT). He explain about them, and that they were also having a generation gap.

T: And what does he think their generation gap will be like?

C: I don't know. I know uh he he said that the generation gap we have today is making a bad influence on the generation gap for tomorrow.

T: Mm-hm. How old do you suppose the writer of this story is?

C: I say he's about in his. About in his late 30's.

T: OK. Well, thanks a lot then.

GOODMAN STORY # 60 TAPE 31;2;38-60 GRADE 10 ID 008 SEX F ETHNICITY Black AGE 16

READING LEVEL Average TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with ~~a~~ man twice my age who expressed great faith in the future of [merekən] American youth: "There's nothing wrong with them that ten years, a family ~~a~~ mortgage and the car payments won't be able to cure." 2. He, of course, envisions [in-vizənz] millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and saving beard [ʌkjarieɪʃɪn] [ækjuleɪʃɪn] acculturating in a sea of baby food, weed killer and convertible [di-bentʃərz] debentures.

2 1. Such wishful thinking [weɪfəl] wasteful arises from the preconception [ri-kɔnsepʃən] [ri-kɔn-n] arouse that maturity will face the young to stop fighting for ~~a~~ future they want and begin ~~to~~ N.T. accept a future that they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s ~~a~~ 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war [sjuθ] circumcise previously (2) (1) had while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll. fight c-poll [roo']

3. 1. But the conflict [kan-flɪk] will widen, and, by 1980 when I am 33, I suspect expect that the gap between my generation and the generation now in power will have widened into ~~a~~ new national [neɪʃənəl] fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is a new game when the children begin assuming [əmuzɪŋli] being control of the country. in

4 1. Young [déstɪnets] dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders: betrayed and alternation and the [krəsént] by property there's [rikarneɪʃən] of the political system adolescence at (2) [ɪnsɛɪɪnsətu] (2) [ɪn,ɪnstɪtuʃənəlɪt] (1) [ɪnstɪtuʃənəlælɛɪt]

Herschel Hershey
Richard M. Nixon, [s-s] circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920;

plus the extra added addition attraction of the congressmen and generals trying to bomb their way back through

to the Stone Age with a Vietnam war circa c-1870 [n] 1890.

5 1. When two 200 million Americans sign a Sunday New York Times ad and oppose opposed to the Vietnam war,

the Pentagon will repent retreat. 2. Likewise, we must call off the debate on the [fænθəm] phantom

political issues that we have supposedly divided us into in the past. 3. We will no longer waste

our time debating whether or not the international internal combustion engine should be allowed to

asphyxiate exterminate us, whether we should have use an a useless anti-missile system to protect us from

imaginary [ɛm'] c-imaginary enemies, whether our children should be conscripted [kənstrɪktɛd] to fight and die in the name its names

of leaders [hædʒɪz] who enjoy handing out medals to widows. 4. This senseless, futile debate these [sɪnθɪɛs] debates between

the obstetrician [aftrɪʃən] and the mortician [mɔrtʃɪkɛns] more [m] will end.

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive. c-survive [sə'] c-Air

this is [ɛ'] 2. This is Air Force One, where there are no parachutes. 3. All of us - President, pilot, is c-President pleasant

stewardesses stewardesses, first- and second-class passengers - must parachute resuscitate a physically and

moral [di-plɛntɛd] [ɪnn] morally depleted environment c-environment or go down together.

7. 1. The United States should lead lean the world in taming [tɛknɔw-dʒli] technology. 2. We will become a

human sanctuary where c-SST's S-S-Ts SST's are neither built nor flown because we believe in the sanctity sanctuary

of the human eardrum. 3. Instead of building [sɪnθɛtɪd] synthetic alligators for amusement parks, we escalators

will save the real ones for in the Everglades. 4. We will stop offshore oil drilling so

children can swim again off Santa Barbara and stop driving until we can see Los Angeles.

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

we [wu²] c-in
are/(as) troubled as we are. 3. They know reckless leaders are out on the loose of in America.

c-government we
4. They know the soaring/rhetoric [redɪkʉəl] of our/verbose [vəɪbriəs][gʌmp] government officials is only so much

external
thermal pollution, that the/present course is only leading to an eternal human blackout.

5. Eventually they will join forces with their children or simply move over and let us pass.

(7) when we find a c-governor for c-California c-who does not believe that c-when you have seen
(5) but when we find a government (6) [kælɪf-f] for
(1) but when we find a government for California who does not believe that we (2) have seen
12 1. But when we find a governor for California who does not believe that when (you) have seen
(8) c-one c-redwood you c-have

businesses give
(3) on red (4) [hæ] /
one redwood (you) have seen them all; when big business gives up trying to turn college

racials Agnew's [tɛlə-
radicals into square roots; when Spiro Agnew fires his speachwriter/turns off his tele-

Edgar
prɔmpər] then turns around and then [ɛdlɛrK]
prompter and throws away his cue cards;/when the new FBI director catches/Eldridge Cleaver

and takes him out to dinner, then we (will) have only begun./

and our c-forthcoming
no other [ʌnkə²]
13 1. For there is another generation gap in (the) works, between us and our forthcoming
(4) [soʊtə]
(1) [tɛknənɪtɪkə] (2) [soʊstə²]
children. 2. For (if) my generation has seen through the political and technical/sophistry
(5) c-of
(3) [ə²]
of the times,/we (still) have not come to understand ourselves/ 3. From the day in/sixth
to the
grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been
of [spɪtnɪk] abusive became come

(too) nervous, too anxious, too guilt-ridden to (really) know what we are all about. 4. I
guilty they

suspect it will take my generation many years to recover from the our education. 5. We will

continue to (be) awakened by nightmares about accidental smudges costing us points on (our)
awaken by by
[ɛKtrɔnɪkəl-ɪstɪkə] grade
[ɛKsɪK, ɛKtrɔnɪK-kə]
electrostatically graded answer sheets, of losing a gold star because we failed to finish
or

our milk and cookies.

find us ā c-bit
[bɪks] these ā
14 1. I suspect our children will find (us) a bit stiff from all those confining years in the

1459 [sɑlɛbrəl]
[sʌ²] than
classroom. 2.. They will probably find us too cerebral, better at thinking than feeling,

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping,

we will be accused of absorbing too much and seeking too little. 4. They may need our help

in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

15 1. There will be conflict between us because they will not be bound by all the constraints

of the mind that bind us. 2. They will know instinctively what freedom is all about, and

no one will be able to take it away from them. 3. Chronological age will become less

important; perhaps they will force us to even stop using age as an excuse for obstinacy.

4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear concept of

time, that we become "unstuck in time" and abandon the "illusion we have here on Earth that

one moment follows another one, like beads on a string, and that once a moment is gone it is

gone forever... 2. All moments, past, present, and future, always have existed, always

will exist.

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many

of us who began this pervasive generational rebellion will have second thoughts when we see

what our children do to us. 3. But I hope that instead of meeting them with Mace, we will

have the good sense to meet them with love, help them on their way and perhaps even join

them. 4. For any generation could go wrong. 5. Even our own.

STOP

4,5 ④ [ɪnstɪtuʃənəlɛiʃə̃ʃənz]

9,3 ④ man can c-no longer
③ can
② [nə']
① man can no longer/
MAN CAN NO LONGER

GMN ID 008 Grade 10 Tape 31;2:60-63 Story # 60

Generation Gap

T: What do you think he was trying to get at in that article?

C: Well I think he was trying to uh tell us about how um the air's getting polluted and how uh some of the, you know, like, older folks and young kids not getting along together and uh how we should you know try to straighten ourselves out from pollution that we getting into, like the air's getting polluted and the water getting polluted, you can't go swimming, and stuff like that.

T: Mm-hm. Did he have any solutions?

C: Um. Yes, um. Wait a minute. Um. I don't remember reading one, but I know that he said that um that one of these day they going to have to, they going to join up with us so they don't have to move over to the side and let us come through.

T: Mm-hm, How many generation gaps was he talking about? Was he talking about more than one or was he talking about like between him and his parents or something else?

C: He he was talking about more than one. I think he was talking about the um the generation gap between whether we should wear long beards um you know, the hair, and um about them not understanding they should. What they should do about polluting the air and stuff like that.

T: Mm-hm. Now there were some million dollar words in there like I told you.

C: Yeah.

T: They caused you some problem with pronunciation. What about with understanding now? Does it cause problems with understanding the article when you have words like that?

C: Uh. Sometimes, but sometimes you could skip over the words and you know read, down and forget the big words. You might forget it like that.

T: OK. How old do you think the guy is that wrote it? Which generation do you think he belonged to?

C: Uh about in our generation, I guess.

T: OK. What do you think about the article? Do you think it's worthwhile?

C: Yes.

T: ... (not relevant)

GOODMAN STORY # 60 TAPE 34;2;25-50 GRADE 10 ID 010 SEX M ETHNICITY White AGE 15

READING LEVEL Average TRANSCRIBED BY ____ DATE ____

START

1 1. Recently, I spoke with ā man twice my age who expressed great faith in the future of American youth: "There's nothing wrong with them that ten years, a family mortgage and car payments won't be able to cure." 2. He, of course, envisions millions of young trouble-makers shaving their beards, dropping their hems, marching across the generation gap and acculturating in ā sea of baby food, weed killer and convertible debentures.

2 1. Such wishful thinking arises from the preconception that maturity will force the young to stop fighting for a future they want and begin to accept ā future they can get. 2. It is precisely this cynicism that has divided fathers and sons during the 1960s. 3. For example, youths repeatedly risk the clubs and the courts to force an end to the Vietnam war while, to some, the President seems willing to end the fighting only when it doesn't cost him any percentage points on the latest Gallup poll.

3. 1. But the conflict will widen, and, by 1980 when I am 33, I suspect that the gap between my generation and the generation now in power will have widened into ā new national fault line rocking the entire country. 2. It is one thing to smash powerless children on the picket line, it is ā new game when the children begin assuming control of the country.

4 1. Young dissidents have been widely berated for lacking an alternative to the present system. 2. But the fact is we have many goals for tomorrow. 3. The first priority, of course, will be to reincarnate the political system. 4. "Planned obsolescents" can no longer run the country. 5. We can't continue institutionalizing yesterday's leaders:

Richard M. Nixon,/circa 1940; Gen. Lewis Hershey, circa 1930; J. Edgar Hoover, circa 1920; Edward

plus the extra added attraction of congressmen and generals trying to bomb their way back
c-congressmen [gubər]

to the Stone Age with a Vietnam war circa 1890.
c-Vietnam [vijɛt,ʌ?] c-1890 nine

5 1. When 200 million Americans sign a Sunday/New York Times/ad/opposed to the Vietnam war,/ c-opposed [u?]

the Pentagon will retreat. 2. Likewise, we must call off the debate on the phantom

political issues that have supposedly divided us in the past. 3. We will no longer waste

our time debating whether or not the internal combustion engine should be allowed to us
c-should have [wu?]

asphyxiate us, whether we should have a useless anti-missile system to protect us from
[æsfəsaɪz-əd] [ɛksfə?] Shall unless

imaginary enemies, whether our children should be conscripted to fight and die in the name
c-imaginary [imædʒəni]

of leaders who enjoy handing out medals to widows. 4. This senseless, futile debate between
who c-enjoy [ʃu?] fuel

the obstetrician and the mortician will end.
[abstərtríʃən] [abst]

6. 1. For this is not the Titanic, where a lucky few can climb into lifeboats and survive.
onto

2. This is the Air Force One,/where there are no parachutes. 3. All of us - President, pilot,

stewardesses, first- and second-class passengers - must resuscitate a physically and
will [risusɪtɛɪt] [risusɪtart]

morally/depleted environment or go down together.

7. 1. The United States should lead the world in taming/technology. 2. We will become a
will the

human sanctuary where SST's are neither built nor flown because we believe in the sanctity
c-sanctity [sæŋk?]

of the human eardrum. 3. Instead of building synthetic alligators for amusement parks, we

will save the real ones in the Everglades. 4. We will stop offshore oil drilling so
the

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children can swim again off Santa Barbara and stop driving until we can see Los Angeles.
Stop c-driving diving

8 1. But once we have begun draining the novocaine out of our politicians and technocrats, installed Ralph Nader as the president of General Motors and Tommy Smothers as the head of CBS, we will have to start looking inward. 2. We will need to free ourselves of the stereotypes, the greed, the anxieties and vapid status symbols that propel our society. 3. Tomorrow we must crown a Miss America who has buck teeth, cash in Las Vegas, abandon our calling cards and list everyone in Who's Who.

9. 1. Aging can no longer be an excuse for stagnation. 2. We cannot continue to stunt the growth of adults as if they were bonsai trees, intentionally kept in a precarious biological environment where it is impossible to grow, change, mature or expand, where it is impossible to do anything except vegetate or die. 3. Man can no longer allow color television to suck his intellect down to the lowest common denominator. 4. He cannot continue to find his highs and lows on the New York Stock Exchange, his diet in the frozen-food case, his sex in the centerfold.

10 1. He can't continue fighting his way up the corporate ladder. 2. For on top he will find himself only one more executive unable to quit because he would lose the fringe benefit of free psychiatric care needed because the job is driving him crazy. 3. He must smash his shock-proof gold watch, shed the corporate tattoo and come out of mental retirement.

11 1. When the scales start falling from their eyes, I suspect that many of today's adults will eventually join with their children in the fight against the men with goiters for cerebrums who want to do us in. 2. I suspect that, like Dr. Spock, many of our parents

are as troubled as we are. 3. They know reckless leaders/ c-are [nɔ˞] are on the loose in America./

[rɛtɔ́rɛK] [rɛ˞] [vérboos]
4. They know the soaring rhetoric of our verbose government officials is only so much

thermal pollution, that the present course is only leading to an internal eternal human blackout.

5.Eventually they will join forces with their children or simply move over and let us pass.

12 1. But when we find ā governor for California who does not believe that when you have seen

one redwood that you have seen them all; the when big business gives up trying to turn college

[spɑ:roo] c-fires c-speechwriter
[wɛ̃] [spɛr˞] [fɑ:rens] speechreader
radicals into square roots; when Spiro Agnew fires his speechwriter, turns off his tele-

prompter and throws away his cue cards; when the new FBI director catches Eldridge Cleaver

and takes him out to dinner,/ then we will have only begun.

13 1. For there is another generation gap in the works, between us and our forthcoming

[sɔf-fɛstri]
children. 2. For (if) my generation has/ seen through the political and technical [sɔf, sɔfɛs] sophistry

of (the) times,/ we will still (have) not come to understand ourself ourselves. 3. From the day in the sixth

grade when our Sputnik-obsessed teachers began clobbering us with homework, we have been

too nervous, too anxious, too guilt-ridden to really know what we are all about. 4. I

[sʌkspekt] c-many [m]
suspect it will take my generation many years to recover from our education. 5. We will

continue to be awakened by the nightmares about accidental smudges costing us points on our/

[ilɛktroo-stæta kali]
electrostatically graded answer sheets, of losing ā gold star because we failed to finish

our milk and cookies.

14 1. I suspect our children will find us ā bit stiff from all those confining years in the

[sɛrəbəl-bəl] [fɛlɛn]
classroom. 2.. They will probably find us too cerebral, better at thinking than feeling,

②c-tripping/ ①[dɹ²]

better at seeing than sensing, better at listening than touching. 3. Caught mind-tripping,

⑤we will be c-accused ③we will ④[ʌks²]

we will (be) accused of absorbing too much and seeking too little. 4. They may need our help

[ɪnhɪbɪ², ɪnhɪbɪtɪn-nts]/ free use [ɪnhɪbɪteɪʃən]

in algebra, but I'm sure we're going to need their help in freeing us of our inhibitions.

[kán-streɪnts] of [kan-stɛnts]

15 1. There will be conflict between us because there will (not) be bound by all the constraints

c-that blind they [blɑɪ²]

of the mind that bind us. 2. They will know instinctively what freedom is all about, and

②[kɹɔnəlɔlə²]* ②[kɹɔnəlɔli²] ①[kɹɔnəkɔlə²]

no one will be able to take it away from them./ 3. Chronological age will become less

[ɪmpɔɹ]

important; perhaps they will force us to even stop using (age) as an excuse for obstinacy.

4. Maybe we will stop declaring birthdays for awhile and all lie about our age.

I [sʌkspɛkt] c-they [sʌkspɛkt] that

16 1. I suspect they might demand with Kurt Vonnegut that we forget our linear/[kʌnsɛ́p] concept of

c-unstuck in time unstruck in time/

time, that we become "unstuck in time" and abandon the "illusion [lu∫ən] we have here on Earth/that

one moment follows another/one, like beads on a string, and that once a moment is gone it is

c-have c-existed has [ʌvsɪsə²]

gone forever... 2. All moments, past, present, (and) future, always have existed, always

will exist.

will 2000and/

17 1. Perhaps we will reach 1984 and find we are in 2001. 2. In the end, I am sure that many

c-who will [wu²] [pɹi-vɛɪsɪv] [dʒɛnʌɹéɪʃənəl]/ general

of us who began this pervasive generational rebellion will have second thoughts when we see

c-with Mace/ with them Mace

what our children do to us. 3. But I hope that instead of meeting them with Mace, we will

c-to in

have the good sense to meet them with love,/help them on their way and perhaps even join

them. 4. For any generation could go wrong. 5. Even our own.

STOP

15,3 ⊕ [krɔnə-lɔdʒikəl]